

UNIVERSITY OF CAPE COAST

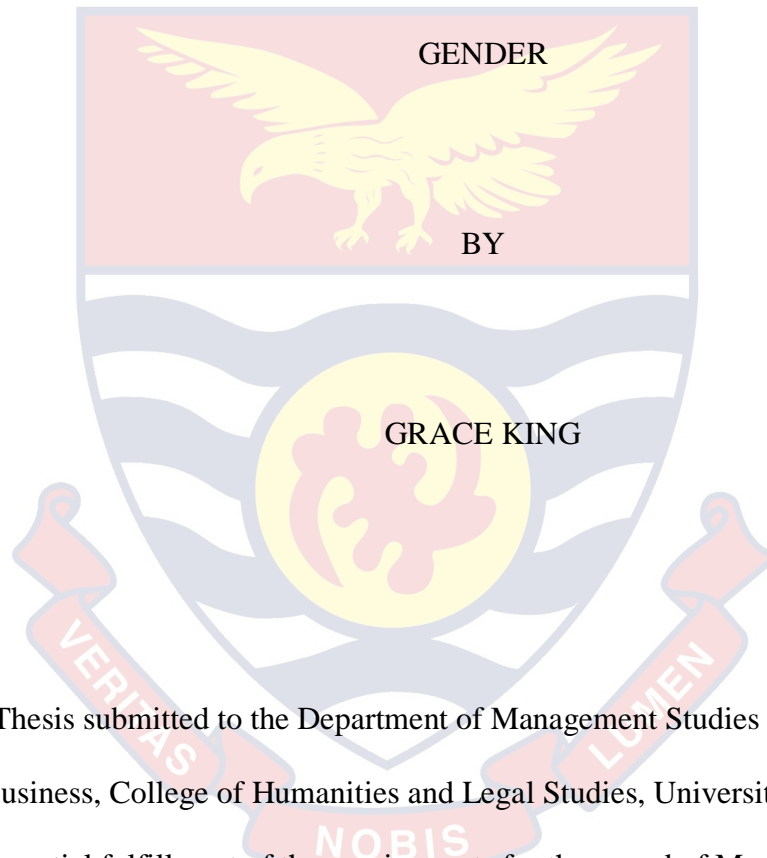
EFFECTS OF WORK-LIFE BALANCE ON JOB SATISFACTION AND
EMPLOYEE COMMITMENT: THE MODERATING EFFECT OF



2021

UNIVERSITY OF CAPE COAST

EFFECTS OF WORK-LIFE BALANCE ON JOB SATISFACTION AND
EMPLOYEE COMMITMENT: THE MODERATING EFFECT OF



This thesis submitted to the Department of Management Studies of the School of Business, College of Humanities and Legal Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Commerce degree in Management.

FEBRUARY 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature: Date:

Name: Grace King

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

Name: Dr. Aborampah Amoah-Mensah

Co-Supervisor's Signature: Date:

Name: Prof. (Mrs.) Abigail Opoku Mensah

ABSTRACT

This research aims to examine the effects of work-life balance on job satisfaction and employee commitment: a moderating effect of gender. Primary data were gathered from the teaching staff of all University of Cape Coast (UCC) specifically, from five (5) colleges. The total number of teaching staff were 739 consisting of 583 males and 156 females, 400 questionnaires were distributed out of which 300 were retrieved for the data analysis. Quantitative research approach was used for the research The data gathered was analyzed using PLS-SEM (Smart PLS 3) and Statistical Package for Social sciences (SPSS version 23.0). Findings indicates that, gender does not statistically moderate the predictive relationship between work-life balance and job satisfaction at University of Cape Coast although gender had a negative insignificant association with job satisfaction. Again, gender has no moderating effect on work-life balance and commitment of employees in University of Cape Coast. All the various components of work-life balance have some statistically significant weak associations with both employee commitment and job satisfaction among staff at the University of Cape Coast. Based on the findings, it is recommended that the design and implementation of work-life balance policies should be tailored to all manner of workers without discrimination particularly on staff gender in the university as far as the quest to enhancing job satisfaction and employee commitment is concerned.

KEY WORDS

Employee commitment

Job satisfaction

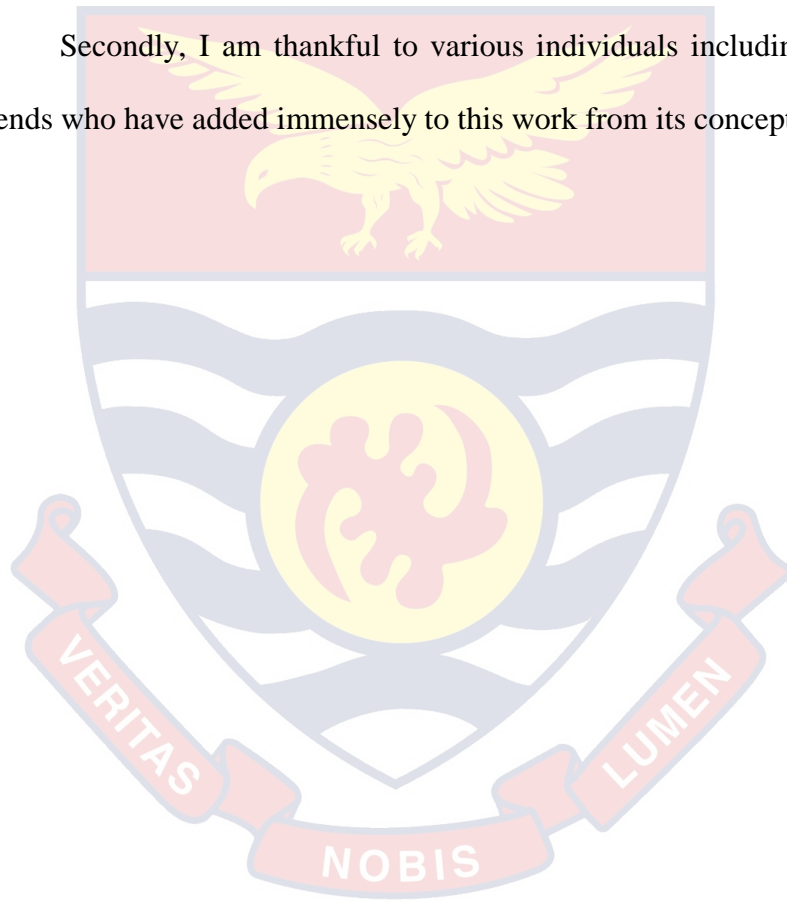
Work-life balance



ACKNOWLEDGEMENTS

This work was conceivable with the caring help of various individuals I personally desire to recognize. Most importantly, my exceptional thanks go to my supervisors Dr. Aborampah Amoah-Mensah and Prof. (Mrs.) Abigail Opoku Mensah both of the Department of Management who through their contribution and guidance in different manners made this study work a triumph.

Secondly, I am thankful to various individuals including my family and friends who have added immensely to this work from its conception.



DEDICATION

To my relatives and friends



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
CHAPTER ONE: INTRODUCTION	
Background of the Study	2
Statement of the Problem	4
Purpose of the Study	7
General Objectives	7
Research Objectives	8
Hypotheses	8
Significance of the Study	9
Delimitation	10
Limitations	10
Organization of the Study	10
Definitions of Terms	11
CHAPTER TWO: LITERATURE REVIEW	
Introduction	12

Theories Underpinning the Study	12
Spill-over Theory	12
Implications of the Spill-over Theory to the Study	14
Conceptual Review	15
Work-life balance in the Educational Environment	19
Job Satisfaction (JS)	19
Employee Commitment (EC)	21
Gender	22
Empirical Review	24
Work-Life Balance and Job Satisfaction	25
Work-Life Balance and Gender	26
Gender and Job Satisfaction	27
Gender Moderate the Relationship between Work-life Balance and Job Satisfaction	29
Work-Life Balance and Employee Commitment	30
Gender and Employee Commitment	31
Conceptual Framework	34
Chapter Summary	35
CHAPTER THREE:RESEARCH METHODS	
Introduction	36
Research Approach	36
Research Design	37
Study Organisation	38

Sample Size and Sampling Procedures	39
Data Collection Instruments	41
Pre-testing	42
Data Collection Procedure	42
Reliability and Validity of the Instrument	43
Measurement of Variables	44
Independent Variable	44
Dependent Variables	45
Job Satisfaction Scale (JSS)	45
Data Processing and Analysis	46
Common Method Bias	47
Ethical Considerations	47
Chapter Summary	48
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	49
Demographic Information	49
Analysis of the Main Results	56
Hypothesis 1: To examine the effect of work-life balance on job satisfaction among teaching staff at Cape Coast University Measurement Model	56
Discriminant Validity	58
Structural Model	58
Effect Size and Predictive Relevance	63
Co-efficient of Determination	64

H2: There is a significant gender differences on work-life balance	67
H3: There is a significant gender differences on job satisfaction	69
Hypothesis 4: To assess the effect of gender in moderating the relationship between WLB and job satisfaction	70
Discriminate Validity	71
Co-efficient of Determination	75
Hypothesis 5: To Examine the effect of WLB on organizational commitment among teaching staff at University of Cape Coast	77
Structural Model	78
Co-efficient of Determination	83
H6: There is a significant gender differences in employee commitment of teaching staff	85
Hypothesis 7: To Assess the Effect of Gender in Moderating the Relationship between WLB and Employee Commitment	86
Effect Size and Predictive Relevance	89
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	93
Summary	93
Conclusions	97
Recommendations	98
Suggestions for Further Studies	100
REFERENCES	102

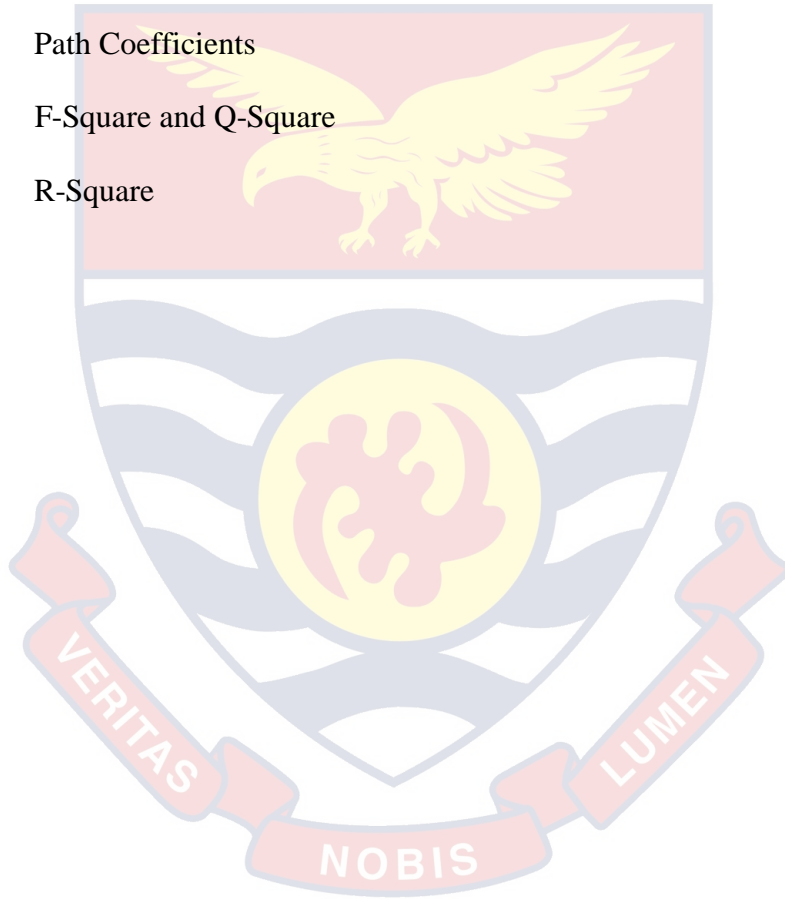
APPENDICES	135
APPENDIX A: QUESTIONNAIRES	135
APPENDIX B: COMMON METHOD BIAS EXTRACTION	141



LIST OF TABLES

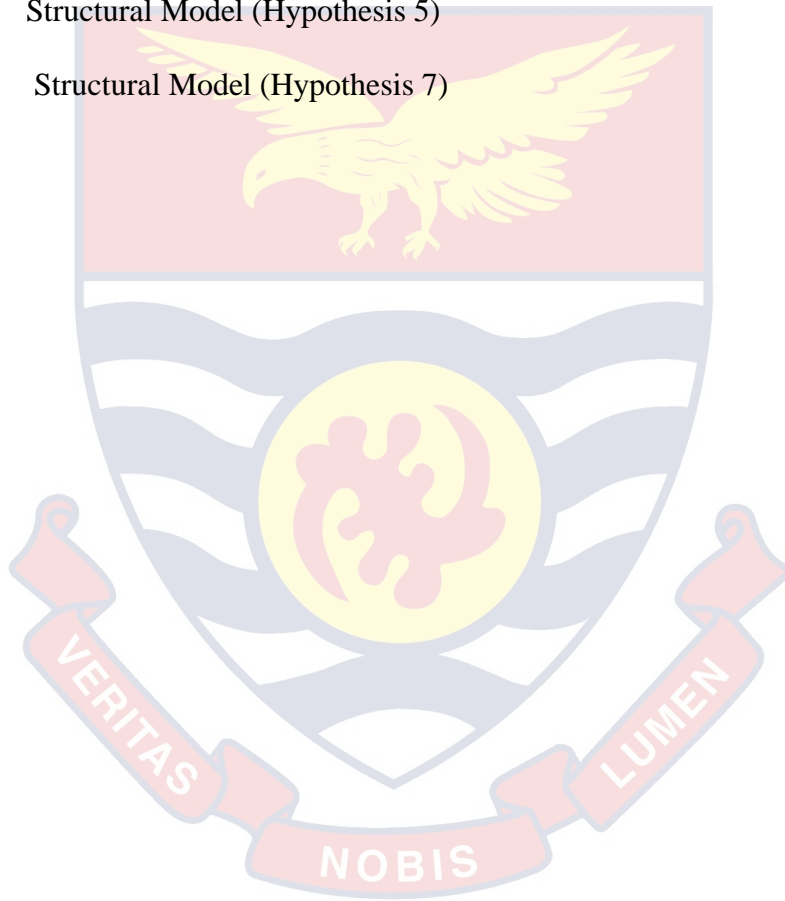
Table	Page
1 Description of the Population of the Study	39
2 Reliability Co-efficient of the Questionnaire's Sub-scales	44
4 Demographics of Respondents	49
5 Construct Reliability and Validity	57
6 Heterotrait-Monotrait Ratio	58
7 Outer Loadings	59
8 Path Coefficient	61
9 Effect size (F2) and predictive relevance (Q2)	63
10 R ²	64
11 Group Statistics	67
12 Independent Sample T-Test	67
13 Path Coefficients	69
14 Construct Reliability and Validity	70
15 Heterotrait-Monotrait Ratio	71
16 Outer Loadings	72
17 Coefficients	73
18 F-Square and Q-Square	73
19 R ²	75
20 Construct Reliability and Validity	77
21 Discriminant Validity	78
22 Outer Loadings	79
23 Coefficients (Unstandardized)	80

24	F-Square and Q- Square	82
25	R-Square	83
26	Path Coefficients-	85
27	Construct Reliability and Validity	86
28	Heterotrait-Monotrait Ratio	87
29	Outer Loadings	88
30	Path Coefficients	89
31	F-Square and Q-Square	89
32	R-Square	90



LIST OF FIGURES

Figure	Page
1 Linking Work-life Balance to Job Satisfaction and Employee Commitment and Gender as a moderating variable.	34
2 Structural Model (Hypothesis 1)	66
3 Structural Model (Hypothesis 4)	76
4 Structural Model (Hypothesis 5)	84
5 Structural Model (Hypothesis 7)	92



CHAPTER ONE

INTRODUCTION

Generally, workers usually battle with a developing number of contending requests with respect to their work and private lives. These requests are stems from issues related to globalization, work environment changes, segment changes, social issues and scholarly concerns in children, blended family adjustments, getting the family organized, balancing home with work life as well as financial issues (Kinnunen, Rantanen, Mauno & Peeters, 2014). The contention among work and life influences associations because of its connection to higher turnover, nonattendance rates and lower execution. Furthermore, work–life strife is known to be prescient of gloom, satisfaction of job and commitment of workers (Barnett, Martin & Garza, 2019; Bhattacharya & Verma, 2019; Shams & Kadow, 2019). Accordingly, the harmony among work and private life is empowered as adjusted workers are eventually more gainful and inspired.

The concept of Work-life Balance (WLB) arose as a result of workers edge to find some kind of harmony among work and other non-work areas. As indicated by Kinman and Jones (2008), scholarly work has gotten similarly distressing, with possibly genuine ramifications for the labor force and the quality of advanced education. As a result, to achieve staff wellbeing, work-life balance concerns is paramount. Gender as a variable has focused on working women mainly ignoring men in balancing their work and life (Munn, 2013). The male work force perspective of WLB must also be explored (Haar, 2013).

Background of the Study

The survival of organizations is reliant of the extent to which workers balance issues related to their workplace and family. When personnel job life and individual life do not adjust will brings about work-life contention. Work-life contention happens when obstruction regarding life and family impendance with work (Carlson, Kacmar, & Williams, 2000) as cited in Boswell and Olson-Buchanan (2007). Work-life conflict is additionally known to be prescient of wretchedness, liquor addiction, uneasiness, mental problems, temperament issue, enthusiastic fatigue as well as lowered life fulfillment (Anderson, Coffey & Byerly, 2002; Greenhaus, Parasuraman & Collins, 2001; Ballica, 2010; Bedeian, Burke & Moffett, 1988; Frone, 2000; Pandu et al.,2013).

Past investigations completed in various nations with various social associations have indicated that workers and managers experience work–family dissention. In particular, investigations such as (Beutell, 2010; Choi & Kim, 2012; Karatepe, 2010; Rathi & Barath, 2013) indicated that balancing issues related to workplace and household is connected to diminished occupation fulfillment, and diminished worker responsibility in the company.

The issue of adjusting the requests of work and the requests of life/family influences all the areas of life. It really influences an entire nation. Companies have understood that as much as workers are relied upon to perform, they also have their desires from the company, particularly concerning their wellbeing. Managers should comprehend that workers have social and societal commitments separated from work. Businesses have acknowledged that a fulfilled worker is one

who finds a sense of contentment with him/herself. To find a sense of contentment with oneself, one needs to be fulfilled in life. A worker who is happy with his/her employment is certainly steadfast to the work, and clearly, has had the option to adjust the requests of work and life/family (Otieno, 2010).

Employees who in diverse ways try to strike an equilibrium between work related domain and that of family related domain possibly experience conflicting interest between these two domains. This result in the phenomenon termed as work- family conflict (Charkhabi, Sartori & Ceschi, 2016). For the past three decades, issues of gender have been a central focus of work-family conflicts (Martinengo, Jacob & Hill, 2010). In Ghana, gender orientation tends to play an integral role in family setting. An individual with a gender role orientation may be of the view that a man is traditionally believed to work hard outside home to provide the family needs while the female as tradition and culture mandates are seen as caregivers at homes (Centre for Advanced Human Resource Studies, 2010).

This confirms the common notion that work-family conflict can be dependent on the sexes involved, in that, females are likely to experience more of family-work conflict than males (Bloemberg & Beek, 2011). Teaching staffs are the life blood of tertiary institutions, they are crucial assets to universities to ensure excellent students produced and are therefore not exempted from the enormous activities and busyness of merging personal life with their professions as teaching staff (Acheampong, 2013). They are bogged down with a multiple and overlapping roles in the quest of meeting their needs and in pursuing a better life.

They experience tremendous pressure and time strains, to meet stresses associated with their professional responsibilities as well as cope with personal and family demands (McClelland, Switzer & Pilcher, 2013; Stimpfel & Aiken, 2013; Stimpfel, Sloane & Aiken, 2012). It is therefore normal for them to strike an equilibrium amid the requirements of their professions and their life away from work.

For Greenhaus et al. (2009) proposed that, WLB can be measured by using three components - time balance, involvement balance and satisfaction balance. However, it focusses was mainly on equality but Frone, 2013 suggested that equality does not necessarily mean balance. Moreover, a most study conducted on the work life balance on Teaching staff in Malaysia involved other non-work domains of work life balance. In a study done by Husin, Ghazali, Abdullah and Hadi (2018) four constructs (factors) were used to measure WLB (work, family, health, flexible hours).

Statement of the Problem

In Ghana, working in a tertiary institution and for that matter in a public university like the University of Cape Coast can be stressful among the teaching staffs (Nsafu, 2016). Conventionally, Munn (2013) opined that work–life balance has affected working women mainly because of the roles they play in the family settings. Although, some scholars have empirically investigated the connection concerning workers balancing their work-life and employee satisfying with their job and employee commitment (Aziz & Chang 2013; Bee, Baskar & Vimala, 2013; Madipelli, Sarma & Chinnappaiah, 2013; Pandu, Balu, & Poorani, 2013;

Wattis & Yerkes, 2013; Sujata & Singh, 2011), it was contended that gender was tested from the female perspective.

Likewise, the role of men in the family setting and other life domains has transformed (Evans, Carney & Wilkinson, 2013; Emslie & Hunt, 2009). Given this argument, it is significant to inspect the work–life equilibrium of the two genders (Darcy et al., 2012; Emslie & Hunt, 2009). Work–life irregularity can subsequently have the conceivable negative consequence on the connections and emotional well-being of the two sexes (Evans et al., 2013; Haar, 2013; O'zen-Kapız, 2002). This study seeks to involve both female and male teaching staff in this research to cater for both genders on their perspective on work-life balance.

This is in line with the most recent study conducted on work-life balance and job satisfaction A study conducted by Gounder and Govender (2018) at a call centre organization established that the connection regarding job satisfaction and work-life balance is significant and resonant with several other studies (Hasan & Teng, 2017; Padma & Reddy, 2014; Tumen & Zeydanli, 2016). Although, existing studies documented a significant positive link between the constructs, an associated concern is whether the connection is strong or weak.

Extending the existing investigations, some scholars (Haar, Russo, Suñe & Ollier-Malaterre, 2014) have maintained that the effects of satisfying employees job as well as employee commitment with respect to work-life balance could be influenced by gender as the moderating variable. It contended that the introduction of gender as moderator can either weaken or strengthen the direction of the relationship (Haar, Russo, Suñe & Ollier-Malaterre, 2014; Watanabe,

2010). This is because, arguably, workers who are satisfied and committed to the jobs are more likely to be deal well with their work. In contrast, employees with lower commitments towards their jobs and not satisfied with their jobs may be least concern about their work. This study therefore seeks to find out how gender as a moderating variable influences the relationship between work-life balance and job satisfaction.

In this regard the study advanced to find out gender as an important variable can moderate the association regarding WLB and employee commitment and job satisfaction among the teaching staff in University of Cape Coast. Most investigations concerning work-life balance have employed the use of hierarchical/multiple regression analysis or MANOVA to examine relationships, antecedents of work-life and its effects without knowing the causal effects and its directions (Darko-Asumadu, Sika-Bright & Osei-Tutu, 2018). None of these few studies employed the use of the second generation techniques (structural equation modeling-SEM), specifically, Partial Least Square (PLS) in testing hypotheses. It can be advanced that structural equation modeling (SEM) is more suitable for testing hypotheses than other methods especially for testing moderating variables. It further allows for simultaneous modeling of the relationships among both the exogeneous (independent) and endogeneous (dependent) variables and how much effect they have on each other respectively. Structural equation modeling (SEM), unlike the other analytical tools, helps confirm the correspondence of data and relations in the theoretical model (Karagöz, 2016).

The use of structural equation modeling (SEM) provided good evidence in overcoming some inconsistencies in the measurement error as well as multi-

collinearity issues which are associated often with statistical tools like ordinary regression. While there may be many studies (Hasan & Teng, 2017; Padma & Reddy, 2014; Tumen & Zeydanli, 2016) on work-life balance in advanced nations relative to emerging nations, its significance is more prominent in emerging nations like Ghana due to growing economic activities and human capital. As a result, the advancement of work-life balance in the context of Ghana has become significant and subject of interest for researchers (Mensah, 2016; Darko-Asumadu, Sika-Bright & Osei-Tutu, 2018).

Essentially, the educational institutions including the Universities like UCC are under extra pressure to integrate work-life balance policies into their corporate objectives to meet staff's needs (Mensah, 2016). It is against this background that the study required to examine the effect of gender as a moderating variable between WLB, job satisfaction and employee commitment of teaching staff in University of Cape Coast.

Purpose of the Study

The purpose was to examine the effect of work-life balance on job satisfaction and employee's commitment among Teaching staff in University of Cape Coast taking into consideration the moderating role that gender plays.

General Objectives

To establish the influence of work-life balance (WLB) on job satisfaction and the commitment of Teaching staff in University of Cape Coast.

Research Objectives

The research was directed by the following specific objectives:

1. To examine the effects of work- life balance on job satisfaction among Teaching staff at Cape Coast University
2. To examine the effects of work-life balance on organizational commitment among Teaching staff at Cape Coast University
3. To assess the effects of gender in moderating the relationship between work-life balance and job satisfaction;
4. To assess the effects of gender in moderating the relationship between work-life balance and employee commitment.

Hypotheses

- H₁: There is a significant positive relationship between work life balance and job satisfaction.
- H₂: There is a significant gender differences on work-life balance.
- H₃: There is a significant gender differences on job satisfaction.
- H₄: Gender moderates the relationship between work-life balance and job satisfaction.
- H₅: Work-life balance is positively associated with employee commitment.
- H₆: There is a significant gender differences on employee commitment.
- H₇: Gender moderates the relationship between work-life balance and employee commitment

Significance of the Study

This study aims to examine the linkage between WLB and job satisfaction and employee commitment to understand the moderating role of gender in this relationship. For this reason, the proposed study seeks to contribute to the literature in various ways. This study result will add to the existing literature by bridging any knowledge gaps over the years. For instance, previous studies have investigated the relationship between WLB and job satisfaction and employee commitment within limited frameworks where WLB was conceptualized and constructed narrowly with focus on its specific dimensions such as personal life interference with work (PLIW), work interference with personal life (WIPL) and work personal life enhancement (WPLE). The introduction of individual specific moderators such as gender between WLB and job satisfaction and employee commitment in this study can provide some insights to fill the theoretical gap in the WLB literature.

Finally, the findings of this study would benefit educational institutions in prioritizing their staff's WLB policies into their corporate strategy in order to satisfy their staffs in relations to their jobs in boost their commitment levels as well. Also, educational institutions are more likely to benefit from the study findings in designing criteria for the management regarding employee WLB while formulating strategies and giving recommendations job satisfaction and employee commitment.

Delimitation

The population of this study included only the Teaching staff of the University of Cape Coast in the process ignored other categories of staffs within the University environment.

Limitations

The results of this study should be taken with some considerations in the light of the subsequent limitations. Questionnaires were used as a means of data due to the study's quantitative nature. In this sense, due to the work nature of teaching staff, some of the respondents felt they were busy and reluctant in responding to the instrument. Further, some respondents stated that the questions were bulky to fill. Possibly, respondents would have found it easier if some items were reduced in number.

Organization of the Study

The study was organized into five chapters. Chapter one focused on the introduction of the study, background, problem statement, objectives, research questions, significance of the study, delimitation, limitation and organization of the study. Chapter two featured the literature review, which makes critical analysis of information about the proposed topic of research that has been done by authorities and academics. Chapter three looked at the study design and methods employed in the study. Chapter four contained the presentation of the results as well as discussions. Lastly, chapter five summarized the main findings, conclusion, recommendations and limitations of the study.

Definitions of Terms

In this study, the following operational definitions have been used as key words.

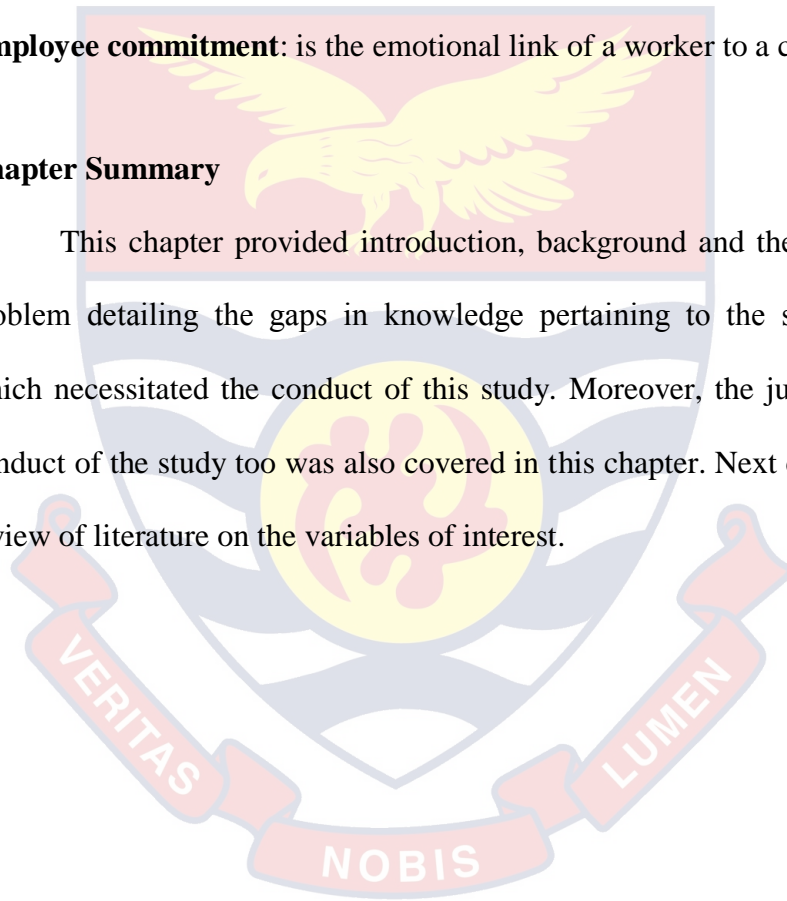
Work-life balance: is the ability an individual has to distribute time and energy among different aspects of his/her work and life through a conscious awareness.

Job satisfaction: is a state where individuals are fulfilled with what they do, and effective at what they deal with and feeling content with their job performance.

Employee commitment: is the emotional link of a worker to a company.

Chapter Summary

This chapter provided introduction, background and the statement of the problem detailing the gaps in knowledge pertaining to the study's constructs which necessitated the conduct of this study. Moreover, the justification for the conduct of the study too was also covered in this chapter. Next chapter covers the review of literature on the variables of interest.



CHAPTER TWO

LITERATURE REVIEW

Introduction

The literature reviewed focused on relevant concepts as well as the theories related to this current study. To appreciate the current study fully, some empirical researches were reviewed to underscore the concepts and framework for the study. Finally, empirical studies on the variable of interest were also reviewed.

Theories Underpinning the Study

The Spill-over theory has been reviewed in this section. The following describe details of the theory and its implications on the study.

Spill-over Theory

The theory of spill-over is one of the fundamental speculations controlling work-life investigations. This examination assists with clarifying the work-life balance issues of staff from the theory of spill-over viewpoint. The standard viewpoint of the association in work and life was progressed by this theory. Constantly the theory investigates the positive and negative impacts of covering of the two spaces (work and life) which influences work-life balance. Spill-over is a cycle whereby encounters in a single role influence encounters in the other, delivering roles more similar. Previous investigations have analysed the overflow of temperament, qualities, abilities and practices starting with one job then onto the next (Hill, 2003).

Some research works have proposed that labourers convey the sentiments, feelings, perspectives, abilities and practices set up in one space to the next and the opposite way around (Chesley, 2005; Plummer & Acs, 2014; Leung, 2011). Hill (2003) stimulated that the theory is concerned about the transmission of life conditions of prosperity starting with one space another. The theory characterizes the conditions which bring about positive or negative spill over in the work microsystem and the family microsystem.

This phase occurs at the intra-individual level, within an individual but across various areas. Theoretically, spill over is seen to be one of two kinds thus, positive or negative, that is, the encounters moved from one space to the next can be either negative or positive. Although the concentration in most work-family examinations has basically been on negative spill over, research has specified that positive spill-over is also possible (Greenhaus & Powell, 2006; Wayne, Grzywacz, Carlson & Kacmar, 2007). Positive spill over concludes that satisfaction and achievement may bring along fulfilment and accomplishment in an alternate space (Xu, 2009).

Subsequently, positive spill-over can be alluded to as work-family improvement. This is encouraged by an employment related climate of self-rule, social assistance which improves work execution and keeps a decent work-life balance. On the other hand, negative spill-over reasons that challenges and dissatisfaction in one space could prompt a similar feeling in the other area. Negative spill-over alludes to the way that issues, misery and gloom in one space may bring along a similar feeling or feeling into another area (Xu, 2009).

Inter role engagements brings about spill-over impact. Role conflicts incorporate work-life spill over and labor of spill over. Work-life spill over is where pressures at work brings about a negative impact on life jobs life-work spill over is the place where pressures in one's day to day existence negatively affects work. Work routines, work load, work requests, family issues, wellbeing, can bring about negative or positive work-life spill over.

Implications of the Spill-over Theory to the Study

The theory established that satisfaction and achievement in an aspect may transfer fulfilment and achievement in another area (Xu, 2009). Thus employees' fulfilment and contentment in one domain could lead to satisfaction in another depending on the job-related environment and social support which improves job performance and maintains a good work-life balance. The theory stipulates that Work-life spill over is where pressures at work brings about a negative impact on life jobs life-work spill over is the place where pressures in one's day to day existence negatively affects work. Work routines, work load, work requests, family issues, wellbeing, can bring about negative or positive work-life spill over hence, can affect the

extent to which they balance their works with their family lives. This may also affect their job satisfaction and their commitment levels.

Conceptual Review

Work-life Balance

Different authorities have defined and interpreted the concept of work-life balance differently. This substantiates Carlson, Grzywacz and Zivnuska (2013) stand that it is hard to find one definition that can be declared as a widely accepted measure to determine work-life balance construct. Notwithstanding, Igbinomwanhia, Iyayi and Iyayi (2012) depicted work-life balance as finding a harmony between one's work and the life outside work and forming approaches to convey at work and non-work responsibilities and feel fulfilled and agreeable about it.

Their definition resounds with Kundi, Qureshi, and Akhtar (2014) meaning of work-life balance which expresses that WLB is the correct unifying with regards to work and the life of people. Similarly, Crompton and Lyolette (2006) are of the assessment that work-life balance is where workers look to consolidate their paid positions with caring obligations to make a balance (as referred to in De Kort & Poell, 2016). The above definition echoes that balance when acquired can upgrade one's prosperity since they are better competent to adequately distribute their energy and time to the requests they experience (Whittington, Maellaro & Galpin, 2011). By contrast, an imbalance in one's work and life can cause non-appearance, disappointment, and low efficiency (Dempsey & Sanders, 2010; Hämmig, Brauchli & Bauer, 2012; Whittington, et al., 2011).

Cutterbacks (2005) also defines WLB as the extent to which individuals manage their time among different aspects of work and life. It can be deduced that, the implications of the concept WLB is very much individualistic as what seems to be a balance for an individual may not necessarily a balance for the other. This present study therefore defines work-life balance as the proper prioritizing between work and life and accomplishing one's separate needs most efficiently and effectively.

Research has exposed that work-life balance can be generated out of two main factors. Thus, work-life balance has developed from claims of social justice or a need to redress discrimination, such as women not treated equally (Brack, 2012; Straub, 2007), while others (Beauregard & Henry, 2009; Gołaszewska-Kaczan, 2015) are of the view that work-life balance has risen out of the necessity for businesses to be seen as a group that is sensitive and socially responsible as well as to the control rising problems of absenteeism, health stress, labour retention and the need.

Paludi and Neidermeyer (2007) considered sixty-eight firms and found that it not proper for a person to commit their life totally to the firms while disregarding their own lives. To have sound relations and the public activity of workers help the firms in improving and building up the characters of workers in the firm. It has been contended that work-life balance is a significant achievement and fulfilment of work, family, companions and one's self (Smith, 2010). Visser, Mills, Heyse, Wittek and Bollettino (2016) posit that balancing work with

personal life has become imperative because of its influence for individuals as well as institutions.

Different examinations believed that when workers experience work-life balance, it brings about improved work and generally overall gratification (Azeem & Akhtar, 2014; Mas-Machuca, Berbegal-Mirabent & Alegre, 2016; Reindl, Kaiser & Stolz, 2011), more elevated levels of obligation to the company (Kim, 2014; Azeem & Akhtar, 2014) and decreased turnover aims (Suifan, Abdallah & Diab, 2016). Also, managers who uphold workers work-life balance try to lessen workers' work-life clashes to improve their company's exhibition simultaneously, advantage as far as enrolment points of interest and manager marking (Harrington & Ladge, 2009; Beauregard & Henry, 2009).

Besides, WLB can impact workers conduct and mentalities, which thusly decidedly influence associations overall. Moreover, it has been advanced that an irregularity among work and private life can cause work disappointment, chronic weakness, outrage and stress each day, and even most exceedingly awful situation, burnout the physical and mental reaction to long haul pressure (Teasley & Buchanan, 2016). Also, companies will confront expanded expenses as non-appearance, low profitability, wellbeing expenses, and turnover, disappointment and low efficiency (Lazar, Osoian & Ratiu, 2010). On the opposite side, workers who can accomplish this equilibrium can upgrade their prosperity since they are better competent to assign their energy to the requests they encounter (Whittington et al., 2011).

Frone (2013) stressed that in accordance with the over that equilibrium happens when an individual encounters low degrees of between job conflict in blend with elevated levels of between job improvements. It is fascinating to take note of that Frone's definition utilizes the builds of contention and advancement to characterize balance. This mirrors the round idea of work/life research that is found in the writing. Macky and Boxall (2008) referenced that work-life balance arrangements are made by organizations as a feature of their HR techniques. Work-life balance strategies are anyway not uniform in their motivation.

Dex and Bond (2005) referred to industry type and firm size as a feature of the best indicators of work-life balance strategies. They represented that firms have the most liberal work-life balance approaches. Firms having professionals are more likely offer work-life balance arrangements. According to Yasbek (2004), balancing employees work and family life can influence business execution. Work-life balance arrangements can decrease costs by improving staff standards for dependability to upgrade efficiency. Different contentions utilize a trade structure and recommend that as a trade-off for the endowment of work-life balance arrangements, workers offer the endowment of optional exertion accordingly expanding efficiency.

There is clear proof that there is no one size fits all business case for work-life balance approaches. The bigger, econometric examinations are more uncommon than the contextual analysis work however they do discover a connection among efficiency and the presence of work-life balance arrangements. It has been established that workers who are able to balance their work with their

family lives tends to satisfied with their jobs as well being committed to the work environment (Carless & Wintle, 2007; Brough, Bauld, Biggs & Ryan, 2008).

Work-life balance in the Educational Environment

In recent years, employers in all sectors are becoming more aware of the necessity to take care of the WLB of their employees. This is crucial for the well-being and sustainability of one's organization (Husin, Ghazali, Abdullah & Hadi, 2018). Teaching staff in tertiary institutions specifically on the University of Cape Coast campus who were the focus of this study are not spared from the hustling and bustling of combining family and personal life with their careers as staff. They are bogged down with multiple and overlapping roles in the quest of meeting their needs and in pursuing a better life, lecturing, researching, administrating, counselling, and many others.

Additionally, preparing lecture notes, marking assignments, pursuing further education (PhD), visiting other tertiary institutions for experience are some of the responsibilities they have to fulfil (Acheampong, 2013; Arif & Farooqi, 2014; Husin, Ghazali, Abdullah & Hadi, 2018).

Job Satisfaction (JS)

As suggested by Kaliski (2007) and Yaacob, Kamaruddin, Ahmad & Ali, (2019) job satisfaction denotes employees' happiness and passion with their work and the key element that enable them to gain financial results, promotion, recognition and attainment of firms' goals. This definition is consistent with that of Erdamar and Demirel (2016) and Landis, et al. (2015) who suggested that job

satisfaction is a state where individuals are satisfied with what they do, and are effective at what they deal with and feeling content in all aspects of their job.

Wang, Chou and Lai (2019) and Coomber and Barriball (2007) described the job satisfaction construct as the assortment of peoples feeling and beliefs they have about their current organization. Demographic characteristics such as gender, age, and experience are the most frequently used for measuring their influence on job satisfaction (Koustelios, 2001). Mullins (2012) on the other hand, identified individual, social, culture, organizational and environmental factors as variables that influence and affect the level of job satisfaction. The research revealed that demographic factors (age, gender, degree) had little or no impact on job satisfaction. However, the results indicated a relationship between selected demographic factors and job dissatisfaction (Liacqua & Schumacher, 1995).

Factors such as type of job, working conditions, supervision as well as the interpersonal relationship among colleagues will be assessed, therefore it seeks to employ Herzberg's two-factor theory. Spector (1997) claimed that satisfaction of employee' job is a positive emotional state that stems from the desire they get from their work. Velnampy (2008) described job satisfaction as consisting of positive effects on performance of employees that enhances job participation. Many scholars argue that employees who have positive attitude towards their firm are more likely to be satisfied with their job. For instance, Ellis (2009) documented that firms that contribute towards the wellbeing of their employees tends to be satisfied with their job.

Jiskani, Bhatti & Ahmed (2011) expressed that job satisfaction is seen as familiarity with several aspects because people differ in what they perceive as job satisfaction. This basically implies that employee job satisfaction includes opinions, feelings and beliefs of employees about their current work (Mandong, 2017). Muhammad et al. (2013) have categorized job satisfaction into affective and cognitive gratification. They clarified affective job satisfaction as emotional state of mind that employees have with respect to their job, while cognitive job satisfaction involves the extent to which employees are satisfied work diversity.

Employee Commitment (EC)

Employee commitment is the mental obligation of a worker to a company, the strength of which relies upon the level of worker contribution, worker loyalty and faith in ethics of the company (BNET Business Dictionary, 2000). While as per Dick (2011) propose that organizational commitment is an attitudinal element of work inspiration, showing its structure in individuals' conduct. Employee commitment was influenced during corporate rearrangement during the late twentieth Century. This prompted the renegotiation of mental agreement and the need to create policies for expanding responsibility (Otieno, 2010).

Thus, hierarchical commitment and employee commitment are used reciprocally. Organizational commitment is a subdivision of worker commitment, which is contained work commitment, vocation commitment and hierarchical commitment (Gulbahar, Kundi & Qamar, 2014). Employee commitment is presented in three structures thus, emotional responsibility, continuation responsibility and regulating responsibility (Lambert, 2006). The passionate way

in which people link to their company as well as the ability of such people to relate to their company is termed as affective commitment (Allen & Meyer, 1996). According to Akintayo (2010), the material advantages a worker gains from a specific company is also known continuance commitment.

However, normative commitment implies that workers are committed to continue dealing with a company due to the natural and extraneous prize they get (Lambert & Hogan, 2009; Rehman & Waheed, 2012) perhaps on the grounds that they are being paid to work in the company. Studies led by Behav, (2010) found a positive link between worker's view of the accessibility of high responsibility HR approaches (Job improvement, advancement and investment) and affective commitment and job satisfaction. Other exploration examined by (Sholihin & Pike, 2010) believed that the utilization of execution measures, procedural equity and relational trust are decidedly associated with hierarchical commitment.

Furthermore, Dick (2011) argued that organizational commitment is fundamentally affected not by work requests rather the way the power's (work-life balance programs) of representatives are overseen.

Gender

Studies see that ladies and men have an inclination in working association that underpins WLB (Burke, 2002). It has been argued that some workers specifically men feel comfort achieving their organizational goals without caring for their families. Other streams of studies are of the opinion that female workers consider their family life and work as important. Watanabe (2010) in his work found that ladies are the minority workforce and had a lower hierarchical

responsibility when contrasted with men. In a man centric culture, the effect of work-life balance is trying on workers especially ladies. This is a direct result of the real factors of male centric society that sets ladies in a place where family responsibilities come into genuine clash with their work related life (Aziz & Cunningham, 2008; Mordi, Simpson, Singh & Okafor, 2010). This is challenging given the weights on ladies to add to caring for the family regarding monetarily and financially.

Ladies have taken paid jobs that have resulted into conflict in homes as demands of the jobs conflict with their family life. Ladies are exposed to work under pressure just as a work-life unevenness affects their motivation and obligation to work; this in definite examination encroaches on the efficiency and execution of organizations as an outcome (Aluko, 2009; Mordi et al., 2010). The customary African culture and social development have made the duties of ladies in dealing with their families an enormous obligation when contrasted with men. Results of dual-career families that create an expanding need for ladies to adjust these two prevailing circles of life.

With respect to companies, family-accommodating policies, for example, adaptable working hours, work game plan, maternity leave arrangements/benefits in regards to family mind duties and compensation packages have now become vital pieces of most organizations' human asset to hold responsibility, fulfilment and inspiration for working females (Netemeyer, Boles & McMurrian, 1996). Studies have indicated that the customary part of men have changed (Emslie and Hunt, 2009; Evans, Carney and Wilkinson, 2013). Studies (Emslie & Hunt, 2009;

Evans, Carney & Wilkinson, 2013) have indicated that the customary parts of men have changed.

Current cultural and administrative activities are presently pointed toward urging men to effectively take part in sharing caring schedules and housework. Studies uncovered that sexual orientation as a variable was analyzed uniquely from the female point of view (Raiden and Raisanen, 2013). Notwithstanding, it is significant in the present serious workplace to look at work-life balance from both point of view (Darcy et al., 2012; Emslie & Hunt, 2009). Work-life balance issues can negatively affect the connections and psychological well-being of gender (Evans et al., 2013; Haar, 2013).

Studies regarding WLB suggested that consideration should be given to other segment profiles, for example, male representatives or Generation-Y (Gen-Y) since men throughout the years are additionally taking up other home tasks and are confronted with some degree of work-life irregularity (Hasan & Teng, 2017).

Empirical Review

The purpose of this section is to examine previous studies related to the objectives of this study, thus effect of work-life balance on job satisfaction and employee commitment after controlling for the moderating effect of gender among teaching staff of University of Cape Coast. Below are some of the related studies:

Work-Life Balance and Job Satisfaction

It has been argued (Tumen & Zeydanli, 2016) that balancing work with life related issues is geared towards satisfying employee's job. Within the social identity theory's standpoint (Peterson, 2004), employees feel satisfied only when they have positive perception about the management of their organization. This is based on the reason that firms' actions increase employees' identification towards such firm (Aguilera et al., 2007). It has been well established that satisfying employees job significantly depend on firms leadership style (Ayudhya, Prouska & Lewis 2015). Skudiene and Auruskeviciene (2012) and Ayudhya, Prouska and Lewis (2015) reasoned that if organization behaves in responsible manner, it may create significant impact on employee job satisfaction.

An investigation on the perception on satisfying employees job established that firms with family-friendly policies would affect the fulfilment in work-life balance (Ciric, 2013). In addition, researches conducted by some scholars (Ko, Hur & Smith-Walter, 2013; Mukururi & Ngari, 2014; Padma & Reddy, 2014; Hasan & Teng, 2017) posited that perceived organizational support could lead to satisfying employees job. According to Hill, Hawkins, Ferris and Weitzman (2001), once satisfaction is gained, employees can execute their responsibilities competently. Some researchers (Baltes, Briggs, Huff, Wright, & Neuman, 1999; Reindl, Kaiser & Stolz, 2011) have argued that employees who experience work-life balance, results in improved job and overall satisfaction which intends leads to higher levels of commitment to the organization (Friedman & Greenhaus,

2000; Roehling, Roehling & Moen, 2001), and reduced turnover intentions as well (Forsyth & PolzerDebruyne, 2012).

However, a decreased satisfaction is a result of negative consequence of work-life balance (Hill et al., 2001). Gounder and Govender (2018) at a call centre organization did not also deviate from the above studies. The two constructs were observed and the study established that satisfying employee's job and balancing work with life has a significant positive connection. Based on the discussion above, it is hypothesized that:

H1. There is a significant positive relationship between work life balance and job satisfaction.

Work-Life Balance and Gender

Parpart, Connelly and Barriteau (2000) portrayed gender as duties of individuals that have been socially made. Warren (2004) thought that ladies with home duties have taken on part-time occupations as an important method to keep up work market abilities, type of revenue and support revenue outside the home. Gender orientation may impact the capacity to adjust work and life in a few distinct manners. In addition, it might mediate between work and other non-work domains.

Various investigations (Mennino, Rubin, & Brayfield, 2005; Mirowsky & Ross, 2003; Schieman & Reid, 2008) documented gender orientation differences in business related issues. For instance, men will in general have higher status occupations with more self-rule, authority, income, work longer hours without notice and experience in more toxic conditions than ladies, (Aziz & Chang 2013;

Bee, Baskar & Vimala, 2013; Madipelli, Sarma & Chinnappaiah, 2013; Pandu, Balu & Poorani, 2013; Sujata & Singh, 2011; Wattis, Standing & Yerkes, 2013). On the other hand, Tausig et al. (2005) presented that gender differences in their work conditions, for example, plan control, instability and weight are less clear.

Even though gender orientation dissimilarities in requests and assets might be significant for clarifying sex designs in impedance, their varieties across age are pertinent for possible age-by sex varieties (Asadullah & Fernandez, 2008; Beham, Drobníč, Präg, Baierl & Eckner, 2019; Doble & Supriya, 2010; Aziz & Cunningham, 2008; Mordi et al, 2010). Notwithstanding, Walker, Wang and Redmond (2008) and Warriar (2013) claimed non-presence of sex predisposition in work-life balance. Arif and Farooqi (2014) expressed that sexual orientation distinction exists in work life balance since work and non-work obligations are diverse for male and females (Asadullah & Fernandez, 2008; Beham, Drobníč, Präg, Baierl & Eckner, 2019; Doble & Supriya, 2010; Aziz & Cunningham, 2008; Mordi et al, 2010). Hence, it is hypothesized that:

H2. There is a significant gender differences on work-life balance

Gender and Job Satisfaction

Eroğlu, (2000) characterized job satisfaction as a whole inclination which staffs get from their working environment, executives, associates and companies. Some researchers including (Singh & Tiwari, 2011; Hussin, 2011; Medina, 2012; Kehinde, 2011) are of the assessment that job satisfaction of workers of a company is essential for the administrative achievement. As indicated by disparity hypothesis, job satisfaction originates from the correlation between the impression

of current circumstance and some standards (Boyd, Huang, Jiang & Klein, 2007). Furthermore, the equity theory keeps up that people who work in an organization contrast themselves as well as other people in an equal situation to decide whether they are being dealt with decently.

Building on these theories, it has been additionally clarified that factors, for example, execution, turnover, work inspiration and truancy directly affect a organizational efficiency. Nonetheless, gender as indicated by Newstrom (1997) is a significantly related to job satisfaction. The authors emphasized that ladies report more occupation disappointment than men. He contemplated that variables including low compensation, restricted advancement openings could clarify such disappointment. Also, Sousa-Poza and Sousa Poza (2000) attests that gender have significant effects on teachers' job satisfaction. Again, many streams of studies (Crossman & Harris, 2006; Ma & MacMillan, 1999) have recommended that gender had been analyzed as a personal factor in the employment fulfilment.

In an examination conveyed by Crossman and Harris (2006) on staffs in different schools, the investigation reported that malewere more fulfilled than females (Burke, 2002; Fatima, Iqbal, Akhwand, Suleman & Ibrahim, 2015; Kifle & Hailemariam Desta, 2012; Okpara, Squillace & Erond, 2005). Contrariwise, (Bedeian, Ferris, & Kacmar, 1992; Klecker, 1997) found females to be more satisfied with their work requirements.

A study by Gupta and Hyde, (2013) posit that gender does not play a major role in impacting an employee's job satisfaction. The result in the research done by some scholars (Hasan & Teng, 2017; Oshagbemi, 2000; Spencer, Deal,

Pruthi, Gonzalez, Kirby, Langston & Wallen, 2016) showed that gender does not have an impact on the relationship between work-life balance and job satisfaction. It suggests that among working adults, regardless of gender, this relationship does not exist. Therefore, it is hypothesized that:

H3. There is a significant gender differences on job satisfaction.

Gender Moderate the Relationship between Work-life Balance and Job Satisfaction

According to the role identity salience theory (Stryker, 1992), the significance of the family role may heighten the negative link between work life balance and job satisfaction. Highlighting the tent of the role identity salience theory (Stryker, 1992), Ford, Miller, and Moss (2001) thought that gender impact the size of work life balance on job satisfaction. Despite the fact that, a few researchers have taken on the proposal set up by (Ford et al., 2007), offered conflicting findings.

The gender role theory (Gutek, Searle & Klepa, 1991) holds that gender moderate the linkage regarding work life balance and job satisfaction. From the gender role theory perspective, it is concluded that the family and job satisfaction have usually been sex explicit, for example, men are seen to be more socialised such that their vital role in life is that of an employee and a family wage earner, although women are cultured in the way that their vital role in life is at the core of the family, as wife, mother and homemaker (Gutek et al., 1991). Building up on this theory, a few works (Cinamon & Rich, 2002; Mauno & Kinnunen, 2000; Parasuraman, Greenhaus & Granrose, 1992) have proven that work is more

integral for a man's personality, though the family is more key for a female. They concluded that gender has significant moderating influence on the connection between work-life balance and job satisfaction (Watanabe, 2010). Hence, the extent of the connection relating to work life balance on job satisfaction may be moderated by gender.

Therefore, it is hypothesized that:

H4. Gender moderates the relationship between work-life balance and job satisfaction.

Work-Life Balance and Employee Commitment

The role expansion theory (Barnett & Hyde, 2001) stipulated that taking numerous roles at the work environment affects the individual performing those roles. Wayne, Musisca and Fleeson (2004) are of the view that workers who see the performance of different roles are bound to remain focused on this course and appreciate the advantages related with it. Relying on the role expansion theory (Barnett & Hyde, 2001), Beauregard and Henry (2009) thought that obligation to work relies generally upon the degree to which workers can adjust work activities and non-work activities and are happy with the work they do.

Some investigations (Bruck, Allen & Spector, 2002) have documented an essential connection between work-life balance and employee commitment. They affirmed that the link regarding work-life balance and employee commitment is more grounded in ladies than in men. For instance, Behav (2009) posits that superiors who detailed more significant levels of worker's commitments were less inclined to leave the company. Moreover, Darko-Asumadu, Sika-Bright and Osei-

Tutu (2018), Sakthivel and Jayakrishnan (2002) and Nguru (2018) have analysed the impact of work-life balance on employee commitment among investment bankers. Their examination uncovered that there was a positive link between the two constructs. The authors advanced that men experienced more work-life balance than ladies.

It was suggested that bankers should benefit by taking paternity leave, study leave among others. Norm correspondence has consistently been utilized to clarify the link concerning work-life measures with worker commitments at the workplace. Workers may feel obligated to their company and also demonstrate dependability when they realize that administration thinks about their wellbeing through work-life balance programs. This sort of dependability can enhance their obligation to that company (Allen & Meyer, 1996). Once staff become satisfied, they would perform their duties more effectively and will be committed at the work environment too which will go a long way to enhance the productivity of the company (Arif & Farooqi, 2014; Forsyth & PolzerDebruyne, 2012; Hasan & Teng, 2017; Reindl et al., 2011). Hence, it is hypothesized that:

H5. Work-life balance is positively associated with employee commitment.

Gender and Employee Commitment

The employee commitment construct is explained as staffs' behaviour that show the degree to which they get linked with their company (Philips & Gully, 2012; Baldwin, Bommer & Rubin, 2013). The construct has been inferred by (Meyer & Allen, 1991) as sentimental, persistence and normative commitment that help distinguish worker's level of association with their company. It has been

advanced that employees may be loyal to their firm in ways such as sentimental, persistence as well as normative (Philips & Gully, 2012).

Moreover, Aydin, Sarier and Uysal (2011) contended that workers with assorted sexes can be separately dedicated to the company in differing levels. Meyer and Allen (1997) statement identifies with Aydin, Sarier and Uysal (2011) contention that individual attributes, for example, gender would help anticipate the commitment levels of workers. Comparable views shared by certain scholars (Aven, Parker & McEvoy, 1993) have affirmed that gender identifies with the commitment levels of workers. As indicated by the job model methodology by (Loscocco, 1990 there are no distinctions in the work behaviours of males and females.

On the other hand, Loscocco (1990) opined that ladies acknowledge family functions as the foremost premise of their character prompting a different direction to work for men, for whom work is central. Empirically (Mathieu & Zajac, 1990) found a significant connection between the men and women. While some studies (Marsden, Kalleberg & Cook, 1993; Gumbang, Suki & Suki, 2010; Farooq & Zia, 2013; Jena, 2015) have documented that men had a stronger commitment levels than women. However, other streams of research (Gumbang, Suki & Suki, 2010; Farooq & Zia, 2013; Jena, 2015; Redmond & McGuinness, 2019) submitted that females had a higher level of commitment than males (Khalili & Awmawi, 2012; Jena, 2015; Messner, 2017).

The following prior studies (Andersén & Andersén, 2019; Akintayo, 2010; Seong, Hong & Park, 2012) were of the opinion that there is no linkage between

employee commitment and gender. Besides, a research study embarked by Ngo and Tsang (1998) to survey whether gender has effects on the business executive's commitment, found that executives' organizational commitment is not affected by gender differences. Hence, it is hypothesized that:

H6. There is a significant gender differences on employee commitment

Gender moderates the link between WLB and Employee Commitment

The idea of gender is depicted as the obligations of people that have been socially built (Parpart, Connelly & Barriteau 2000). It has been advanced that gender orientation comprising of male and female will in general organize work and family jobs distinctively and that, while men regularly penance additional time at home for work exercises, ladies will in general forfeit additional time at work for home responsibilities (Jennings & McDougald, 2007). Ladies' professional fulfilment has contrarily been influenced by work-family conflicts for the duration of their lives though men experience unfriendly impacts just at the later phases of their career (Martins, Eddleston & Veiga, 2002).

As per Martins, Eddleston and Veiga (2002), the conjugal status of a marital status can impact work-life balance. The author posits that workers who are connected give greater need to their families' comparative to their work (Martins et al., 2002). It has been affirmed that there is a link between work life balance and worker commitment in past analyses however, these investigations did not decide if gender can direct this leakage (Bruck et al., 2002; Grandey et al., 2005; Kinnunen et al., 2004; Darko-Asumadu, Sika-Bright & Osei-Tutu, 2018). Nevertheless, Casper, Harris, Taylor-Bianco, and Wayne (2011) advanced that

gender is a significant variable that can direct the connection between work life balance and employee commitment in a work setting. Therefore, it is hypothesized that:

H7: Gender moderates the relationship between work-life balance and employee commitment

Conceptual Framework

Based on the discussions from the literature review, the conceptual framework for this study is developed and shown in Figure 1.

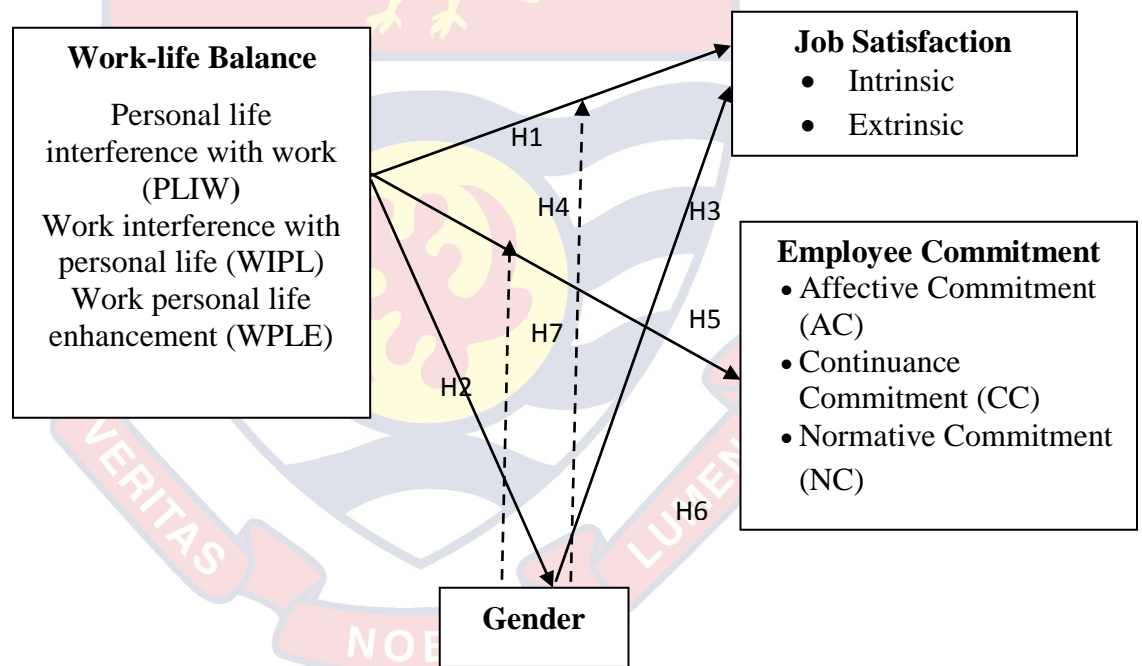


Figure 1: Linking Work-life Balance to Job Satisfaction and Employee Commitment and Gender as a moderating variable.

Source: Author's construct (2019)

The model illustrates what this study intends to explore the effect of work-life balance on job satisfaction and employee commitment, the moderating role of

gender. The broken lines indicate an indirect relationship of the moderating role of gender on WLB, job satisfaction, and employee commitment. Whereas, the straight lines indicate the direct relationship that WLB has with job satisfaction and employee commitment. Furthermore, the dependent variables include employees' job satisfaction and employee commitment. The job satisfaction is made up of intrinsic and extrinsic elements whiles employee commitment is in three forms, affective, continuance and normative.

Chapter Summary

In summary, the purpose of this chapter was to review the related literature on WLB, job satisfaction and employee commitment. In this case, the definitions of the key concepts, spill-over theory and its implications to the study discussed in detail. It also reviewed works of other writers and scholars on WLB, job satisfaction and employee commitment. More prominently, the hypotheses outlined in chapter one have also been reviewed. The chapter is also made up of empirical reviews on WLB, job satisfaction and employee commitment and the development of a conceptual framework.

CHAPTER THREE

RESEARCH METHODS

Introduction

The thrust of this study was to examine the effect of WLB on job satisfaction and employee commitment; the moderating role of gender. This chapter is made up of the study methods and designs. It describes the procedures comprising the research approach, research design, study area, population of the study, sample size and sampling procedure, data collection instrument, the reliability and validity of the instrument, source of data, data processing and analysis, ethical considerations and the chapter summary.

Research Approach

Some research experts (Saunders & Bezzina, 2015) postulate that there are three approaches of research consisting of quantitative research method, qualitative research method and mixed method. Ofori and Dampson (2011) submitted that quantitative approach allows researchers to investigate the linkage between variables. According to Tuli (2010), a quantitative research approach measures social events through the collection and analysis of numerical data. Saunders (2012) advanced that the objective of the quantitative research method is to present generalised results by asking how much and how many questions.

Qualitative approach according to Ofori and Dampson (2011) describes small aspects of social reality. It has been advanced that the variation between

quantitative and qualitative researches could be determined by the purpose of a study (Saunders et al, 2016). Furthermore, mixed method is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study (Ofori & Dampson, 2011). In this direction, a quantitative research method was employed for this study. Quantitative research because it helps in a broad and comprehensive coverage.

Further, data collected through the quantitative research method are objective and measurable. Golafshani (2003) stated that quantitative research allows researchers to familiarize themselves with the concept to be examined and to generate hypotheses to be tested. Aside from its appropriateness for the study, the quantitative research method was employed to examine WLB, job satisfaction and employee commitment (Martinez, Pérez & Rodríguez del Bosque, 2014) in previous studies.

Research Design

Sekaran and Bougie (2016) describe research design as a strategy which stipulates how data concerning a given research should be collected, measured and analysed. Similarly, Akubia (2011) clarified research design as the procedure that researchers establish in a study including the hypotheses and operational inferences to the final analyses of the data collected. Some research professionals (Sekaran & Bougie, 2016; Saunders & Lewis, 2016) reported that research design is in three folds, thus, exploratory, descriptive and causal designs. They are with the opinion that exploratory design is usually employed when researchers have

little information about how study variables have been dealt with by previous studies (Sekaran & Bougie, 2016; Saunders & Lewis, 2016).

Moreover, descriptive design is usually utilized when researchers want to describe the characteristics of study variables. Furthermore, causal design is adopted when researchers want to determine how one variable causes another variable to vary (Sekaran & Bougie, 2016; Saunders & Lewis, 2016). Given this orientation, this study will employ descriptive research design. This is because, it is appropriate for determining and recording relationship among different aspects of the study (Babbie, 2001; Saunders & Lewis, 2007).

Study Organisation

University of Cape Coast (UCC) is made up of both teaching and non-teaching staff; it has a teaching staff population of 739, which consist of 583 males and 156 females (UCCDHR, 2019). The university by nature is a community on its own with five (5) colleges - (Distance Education, Education Studies, Humanities and Legal Studies, Health and Allied Sciences and Agriculture and Natural Sciences). The research was conducted in University of Cape Coast and specifically among the Teaching staff in the University.

Table 1: Description of the Population of the Study

Teaching Staff	Number of Females	Number of Males	Grand Total
Assistant Lecturer	42	75	117
Assistant Research Fellow	3	1	4
Associate Professor	11	69	80
Lecturer	54	172	226
Professor	2	26	28
Research Fellow	3	15	18
Senior Assistant Librarian	1	1	2
Senior Lecturer	38	218	256
Senior Research Fellow	2	6	8
Total	156	583	739

Source: Teaching Staff at UCC as at 31st July 2019 (DHR)

Sample Size and Sampling Procedures

According to Burns and Bush (2010), a sample size can have a significant bearing on how the sample decisions exactly represent the population. 300 questionnaires were retrieve out of 400 questionnaires distributed to teaching staff who were selected to participate in the study. The sample size was appropriate based on the target population. Stratified and purposive sampling techniques were used to select the sample. Stratified sampling technique is a procedure where the objective populace is partitioned into various subgroups, and then randomly chooses the final sample relatively from the various groups (Babbie, 2001).

In this investigation, population is heterogeneous in light of the fact that instructing representatives have a place with various universities, resources, schools and divisions schools and departments. Heterogeneous population was partitioned into

homogeneous subgroup, so offices were isolated into various layers and randomly selects the sample of lecturers of 400. So in this examination, stratified random sampling was used to reduce the heterogeneity of population. The example size was dictated by utilizing Taro Yamane's equation. Yamane (1967) gives an improved recipe to ascertain test sizes. A 95% certainty level is accepted for the investigation.

Taro Yamane's Formula:

n = Sample Size

N = Total Population

e = Margin of Error

1 = Constant Number

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{739}{1+739(0.05)^2}$$

$$n = 399$$

$$\approx 400$$

Purposive sampling is a type of nonprobability sampling technique that produces a sample that can be logically assumed to be representative of the population. The purposive sampling technique was used based on the researcher's own judgment when choosing the teaching staff of the University. While purposive sampling was employed to select the lecturers due to the nature of their work within the University, simple random sampling was used to select four (4) departments within the colleges due to time and resource constraints. Twenty (20) departments in all were anonymously selected from the five (5) colleges in the University with this procedure.

Data Collection Instruments

Based on the objectives of this study, questionnaire was used to collect primary data. Primary data source because it suggests new ideas and create unique information for the study (Easterby-Smith, 2008). Saunders and Lewis (2012) submitted that primary data are collected from the unknown source. It has been argued that researchers have to collect primary data that are relevant, accurate, current and unbiased to a study because it exclusively focuses on current research problems (Saunders & Lewis, 2012). Primary data can be collected through observations, interviews, questionnaire among others. In this regard, a structured questionnaire was chosen as the most suitable instrument in collecting the primary data for this study.

A questionnaire was developed as a data collection instrument for this study. Bryman and Bell (2011) argued that more often than not, quantitative research uses surveys and questionnaires as a procedure for data collection. Self-structured questionnaire helps researchers to avoid interviewer bias. It ensures the uniformity of responses in closed-ended questions and guarantees anonymity. The questionnaire was made up of four sections (Sections A, B, C and D) with scales adopted from literature. Section A of the questionnaire was made up of self-developed items to collect demographic information on respondents. Section B of the questionnaire also collected information on WLB experienced by teaching staff. Section C also captured important information on job satisfaction. Finally, section D collected information on employee commitment.

Pre-testing

To ensure clarity of the questionnaire, it was pretested. Pre-testing the questionnaire with a smaller group usually helps the researcher to discover the extent to which the instrument designed with a specific purpose fulfills it. According to Saunders et al., (2003), pre-testing the questionnaire avoids any shortcomings before using it with a larger sample. The acceptability of the length of questions and the time required by the respondents was tested. To ensure clarity, the questionnaire was given to 20 respondents at this stage. A convenience sampling technique was used to select the 20 respondents at Cape Coast Technical University.

The sub scales for the questionnaire was estimated and the results indicated the reliability co-efficient of the questionnaire, sub-scale ranged between 0.85 to 0.71 which shows reasonable levels of internal consistency reliability of measures used in this study. The questionnaire was adopted based on the rule of thumb that, the data set is acceptable if Cronbach's Alpha is above 0.7 (Pallant, 2010),

Data Collection Procedure

An introductory letter was obtained from the Department of Management to prove the authenticity of this research work. A copy of the introductory letter was given to the Provost of the various colleges for respondents to be convinced enough that the research was for academic purposes. A copy of the introductory letter was also made available to all participants who fell within the domain of the area to participate. The reason was to make it possible for the participants to

familiarize themselves with the issues for discussion. An ethical consideration concerning the study was communicated to ensure the protection of information gathered from respondents.

The procedure ensured that responses given by respondents cannot be traced back during the data analysis to achieve confidentiality and anonymity. The purpose of the study was explained to the participants and encouraged to participate and respond to the questions. After explaining the rationale of the study to them, a convenient date and time was set for the collection of the instrument from the respondents.

Reliability and Validity of the Instrument

Reliability discusses the extent to which data collection procedures will produce consistent results (Saunders et al., 2007). According to Bowling (2009), reliability is achieved when keeping results at a consistent level regardless of changing of time and place. With reference to this study, reliability was checked by following the positions of (Chin, 1998; Hulland, 1999; Henseler, Ringle & Sarstedt, 2015). According to these scholars, reliability of constructs is assessed by examining the reliability of individual items, internal consistency reliability and convergent and discriminant validity. As suggested by Henseler, Ringle and Sarstedt (2015), factor loadings of items are reliable if their outer loadings are 0.7 or more.

Chin (1998) and Hair et al. (2014) have explained validity as the reality of results from a study and whether the results are what they seem to be. To ensure the validity of the research questionnaire, it was given to my supervisors for their

assessment. Their recommendations were taken into account and implemented accordingly. Based on this study, the researcher determined the validity of concepts by investigating the AVE of the model. Netemeyer, Bearden and Sharma (2003) argued that construct validity measures the uniformity in measurement items much like the Cronbach alpha. Likewise, Bagozzi and Yi (1988) have opined that the composite indexes need to be 0.7 otherwise, greater in order to determine the validity of constructs.

Fornell-Larcker (1981) stated that discriminant validity reflects how latent variables separate from other variables. To determine discriminant validity in this study, the AVE in each latent variable was used.

Table 2: Reliability Co-efficient of the Questionnaire’s Sub-scales

Variables	Number of items	Co-efficient
Work-life balance	15	0.84
Job satisfaction	20	0.78
Employee commitment	24	0.74

Measurement of Variables

Independent Variable

This study measured work-life balance following Fisher-McAuley *et al.* (2003) scale, WLB was measured based on the 15-iteration scale. The original scale consists of 19 items, designed to guarantee three levels of balance between professional and personal life: Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW) Work/Personal Life Enhancement

(WPLE). Several studies (Hayman, 2003; Dolai, 2015; Mensah, 2016) have adopted this scale in measuring WLB with internal validity of 0.712.

Dependent Variables

Job Satisfaction Scale (JSS)

In measuring job satisfaction, the 20 item scale of Minnesota Satisfaction Questionnaire (MSQ) short-form was adapted and used. This scale was created and approved by Weiss, Dawis, England and Lofquist (1967). Opoku Mensah (2016) opined that this scale has Cronbach alpha of 0.874. As indicated by Houser and Chace (1993) out of these twenty items in MSQ, which centers around the inherent scale which gauges workers' inward sentiments about their occupation obligations, six items were the outward scale which estimated organization polices and the nature of working conditions.

Employee Commitment Scale (EC)

Following Allen and Meyer's (1993), the employee commitment concept was measured using the eighteen item scales of Three-Component Model of Employee Commitment Survey. Several studies (Panaccio & Vandenberghe, 2011; De Gieter, Hofmans & Pepermans 2011; Somers, 2009; Solinger, van Olffen & Roe, 2008; Allen & Meyer, 2004; Powell et al., 2004; Lum, Kervin, Clark, Reid & Sirola, 1998; Allen & Meyer, 1990) have used this scale in the educational settings.

Data Processing and Analysis

The analytical process of data collected of this study was presented in descriptive statistics and were organized based on the research objectives employing SPSS. In testing the hypotheses formulated, partial least square (PLS-SEM) technique was employed. Data cleansing and entry were done in SPSS format and afterwards, the completed data file was imported into the PLS for the Structural Equation Modelling Analysis. Among variance-based estimators, PLS path modeling is the most developed, as it is embedded with the capacity to model both factors and composite (Schberth, Henseler & Dijkstra, 2018). Additionally, partial least square estimation technique (PLS) was used to analyze the path coefficient (β), level of significance with its related p-values from bootstraps, collinearity among constructs using the variance inflation factor (VIF), goodness of fit with coefficient of determination (R^2), effect size (f^2) and predictive relevance (Q^2).

The personal background of participants was analyzed using frequencies and percentages. Hypotheses 1, 4, 5 and 7 were tested using structural equation model however, hypotheses 2,3 and 6 were tested using independent sample T-test (SPSS version 25), because PLS-SEM does not allow for testing difference for independent variables. All the hypotheses were tested under 95% confidence interval and a significance level of 0.05.

Common Method Bias

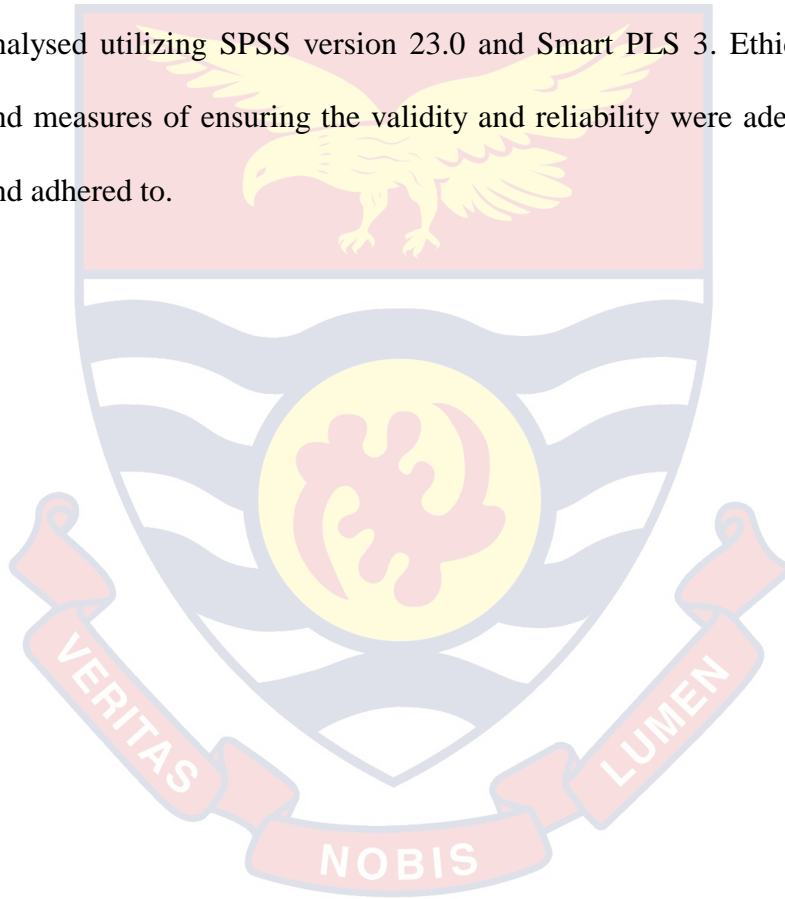
According to Podsakoff, Mackenzie and Podsakoff (2012), Common Method Bias (CMB) is a measurement error which can occur due to self-report measures. Possible causes of CMB is the implicit social desirability associated with answering survey questions in a particular desirable way causing indicators to share a common amount of variation (Kock & Lynn, 2012). This bias can lead to unsound conclusions because it can inflate or deflate a given relationship among variables (Doty & Glick, 1998). The Harman's single factor test, the most widely used test in literature to control against CMB (Podsakoff et al., 2012), was conducted in this study. In line with the Harman's single factor test, which proposes that items must have a variance of less than 50%, all items measuring variables in this study were entered into an exploratory factor analysis.

Ethical Considerations

Ethical considerations involve the issues of confidentiality of the respondents. Ethical standards are behaviours that guide the researcher on how to research concerning the rights of those who participate in the research. The researcher guaranteed the confidentiality of the participant's responses by inserting a brief note in the questionnaire on the anonymity of the answers. Authorization to conduct the study within the university was granted by top management.

Chapter Summary

The study adopted a descriptive design and a quantitative approach to this research. A multi-stage (stratified random and purposive) sampling technique were employed to select 400 teaching staff employees from the University of Cape Coast for this study. Data were gathered predominately by the help of structured questionnaire which consisted four sections and was analysed utilizing SPSS version 23.0 and Smart PLS 3. Ethical considerations and measures of ensuring the validity and reliability were adequately explained and adhered to.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The study essentially sought to assess effects of work-life balance on job satisfaction and employee commitment after controlling for the moderating effect of gender among teaching staff of University of Cape Coast. Chapter Three presented information relating to the specific research methods, procedures and techniques that were employed to approaching the conduct of the empirical primary data gathering, processing, analysis and presentation of findings. This chapter presents information relating to the findings in respect of the specific research objectives and hypotheses that were pursued. Again, detailed discussions regarding the findings with reference to implications and previous empirical positions were also done for each of the specific objectives that were analyzed. The chapter first of all gives information with respect to the demographics of the respondents and then follows through with other specific research objectives.

Demographic Information

Table 3: Demographics of Respondents

Variable	Option	Frequency	Percentage
Sex	Male	203	67.7%
	Female	97	32.3%
Marital status	Single	54	18.0%
	Married	236	78.7%
	Divorced	7	2.3%
	System missing	3	1.0%
Highest level of qualification	Assistant lecturer	42	14.0%

Table 4 continued

	Lecturer	129	43.0%
	Associate professor	14	4.7%
	Others	115	38.3%
Affiliated college	Distance education	67	22.3%
	Education Studies	52	17.3%
	Humanities and Legal Studies	60	20.0%
	Health and Allied Sciences	76	25.3%
	Agriculture and Natural Sciences	36	12.0%
	System missing	9	3.0%
Length of service	0-5 years	102	34.0%
	6-10 years	106	35.3%
	11-15 years	59	19.7%
	16-20 years	21	7.0%
	21 years and above	10	3.3%
	System missing	1	0.3%
Employment status of spouse	Full time employment	146	48.7%
	Unemployed	120	40.0%
	System missing	34	11.3%
Respondents living with their spouses	Yes	202	67.3%
	No	67	22.3%
	System missing	31	10.3%
Working hours per day	8 hours	203	67.7%
	Above 8 hours	96	32.0%
Working hours per week	24 hours	21	7.0%

Table 4 continued

	30 hours	1	0.3%
	32 hours	51	17.0%
	40 hours	165	55.0%
	24 hours	2	0.7%
	48 hours	54	18.0%
	50 hours	6	2.0%
Work arrival time	6:00 am	9	3.0%
	7:00 am	52	17.3%
	8:00 am	218	72.7%
	9:00 am	21	7.0%
Closing time	3:00 pm	9	3.0%
	4:00 pm	210	70.0%
	5:00 pm	59	19.7%
	6:00 pm	17	5.7%
	7:00 pm	4	1.3%
	8:00 pm	1	0.3%
Respondents with children	Yes	249	83.0%
	No	44	14.7%
	System missing	7	2.3%
Number of children of respondents	1 child	85	28.3%
	2 children	109	36.3%
	3 children	39	13.0%
	4 children	10	3.3%
	5 children	5	1.7%
	7 children	1	0.3%
	System missing	51	17.0%

Table 4 continued

Primary source of childcare	Daycare center	2	0.7%
	Spouse	190	63.3%
	Family members	38	12.7%
	None of the above	40	13.3%
	System missing	30	10.0%
Respondents with other dependents	Yes	142	47.3%
	No	156	52.0%
Number of dependents	System missing	2	0.7%
	1	98	32.7%
	2	45	15.0%
	3	3	1.0%
	4	2	0.7%
	System missing	152	50.7%

Source: Field survey, (2020)

The demographic information of the respondents shows that most of the respondents were male (67.7%) whilst the remaining 32.3% were female. The marital status of the respondents also shows that most of the respondents are married (78.7%) while only 2.3% of the respondents were divorced with the remaining 1.0% missing from the system. Regarding the highest level of qualification, it was discovered that most of the respondents were lecturers (43.0%). This was followed by those who are assistant lecturer representing 14% and then those who are associated professor represented 4.7% whereas 38.3% of the teaching staff had other level of qualifications. The overall level of qualification structure of the respondents therefore shows that the respondents are

relatively youthful and therefore management of University of Cape Coast can take advantage of this and make intensive use of these human capitals over the remaining useful lifespan of these teaching staff. The overall insight provided by this finding is that the respondents are highly educated and therefore this qualifies them to teach in the University of Cape Coast.

Besides, affiliated college also portrays most of the respondents have an affiliated college. Thus, about 25.3% of the respondents are affiliated to the college of Health and Allied Sciences while 22.3% of the respondents also represented those who were affiliated to the college of Distance Education. Those who were affiliated to the college of Humanities and Legal Studies represented 20.0% whereas 17.3% were affiliated to the college of Education Studies. 12.0% stood for those who are affiliated to the college of Agriculture and Natural Sciences with the remaining 3.0% missing from the system. The findings relating to the length of service respondents showed that most of the respondents have served between the years of 6-10 (35.3%). 34.0% of the respondents have served between 0-5 years whilst 19.7% have served between 11-15 years. 7.05% have served between 16-20 years whereas 3.3% represented those who have served 21 years and above whilst 0.3% were missing from the system. The overall implication of this study is that the respondents were fairly represented and therefore their reliance on the information gathered from the primary data is deemed reliable.

The demographic information of the respondents regarding the employment status of their spouses further shows that most of them were full time employees (48.7%) whilst the remaining 40.0% were unemployed whereas 11.3% were missing from the system. The respondents living with their spouses also shows that most of the respondents are living with their spouses (67.3%) while only 22.3% of the respondents were not living with their spouses with the remaining 10.3% missing from the system. Regarding the working hours per day, it was discovered that most of the respondents were working 8 hours per day (67.7%). This was followed by those who were working above 8 hours represents 32.0%. The overall level of working hours per day of the respondents therefore shows that the respondents are relatively working within the stipulated working hours.

The demographic information of the respondents regarding the working hours per week shows that most the respondents worked 40 hours per week (55.0%) whilst 18.0% represents those who works 48 hours per week (18.0%) whereas 17.0% were those who works 24 hours per week. Those who work for 50 hours per week stood at 2.0% while 0.7% represents those who work for 24 hours per week with the remaining 0.3% represents those who work for 30 hours. The work arrival time shows that most of the respondents arrive at work at 8:00 am (72.7%) while 17.3% of the respondents arrive at work at 7:00 am whereas 7.0% arrives at work at 9:00 am. Only 3.0% of the respondents represent those who arrive at work at 6:00 am. Regarding closing time, it was discovered that most of the respondents were closing at 4:00 pm (70.0%). This was followed by those

who were closing at 5:00 pm represents 19.7%. 5.7% of the respondents close from work at 6:00 pm whereas 3.0% represents those who close from work at 3:00 pm. 1.3% and 0.3% of the respondents are those who close from work at 7:00 pm and 8:00 pm.

The demographic information of the respondents regarding the respondents with children shows that most the respondents were having children (83.0%) whilst the remaining 14.7% were not having children whereas 2.3% were missing from the system. The number of children of respondents shows that most of the respondents with 2 children represent (36.3%) while 13.0% of the respondents have 3 children whereas 1.7% has 4 children. Only 0.3% of the respondents represent those having 7 children. Also, 28.3% represents those with just a child. Regarding primary source of childcare, it was discovered that most of the respondent's spouse were the primary source of childcare representing 63.3%.

This was followed by 12.7% of those whose primary source of childcare were their family members. 13.3% represents none of the above whereas the remaining 10.0% was missing from the system. Again, the study showed that respondents with other dependents represented 47.3% whereas 52.0% of the respondents had no other dependents with 0.7% missing from the system. Lastly, the number of dependents which was 1 represents 32.7%, 2 representing 15.0%, and 3 representing 1.0%, 4 representing 0.7% whereas the remaining 50.7% represented the numbers that were missing from the system.

Analysis of the Main Results

Following the positions of some researchers such as (Fornell & Larcker, 1981; Bagozzi & Yi, 1988; Chin, 1998; Hulland, 1999; Yoo & Alavi, 2001; Hair, Ringle & Sarstedt, 2011; Ringle, Wende & Becker, 2015; Schberth, Henseler & Dijkstra, 2018), the partial least square estimation technique (PLS- SEM) results started with examining the structural model's dependability as well as the validity to establish its fitness through analyzing the following: internal consistency and reliability of individual item, discriminant and convergent validity. The composite reliability was determined to affirm the construct reliability in the structural model. Some research intellectuals (Henseler, Ringle & Sarstedt, 2015) are of the opinion that, an indicator is considered reliable when its outer loading is higher than 0.7.

However, it has been affirmed that the average variance extracted (AVE) can be used as a benchmark to determine indicators to be removed from the model. Concerning construct validity, the AVE should be 0.5 or higher (Chin, 1998; Sharma, Shmueli, Sarstedt, Danks, & Ray 2019; Sarstedt, Ringle, Cheah, Ting, Moisescu & Radomir, 2019).

Hypothesis 1: To examine the effect of work-life balance on job satisfaction among teaching staff at Cape Coast University Measurement Model

It has been confirmed that for internal consistency to be reliable, the constructs must have Cronbach's Alpha value of 0.7 or above (Ringle, Wende &

Becker, 2015; Hamid, Sami & Sidek, 2017). This criterion was met by all the constructs in Table 5.

Table 4: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Job satisfaction	0.955	0.957	0.960	0.616
Personal life interference with work	0.788	0.813	0.860	0.608
Work interference with personal life	0.891	0.910	0.924	0.752
Work personal life enhancement	0.824	0.834	0.894	0.738

Source: Field survey, (2020)

Some research intellectuals (Henseler, Ringle & Sarstedt, 2015; Garson, 2016; Henseler, Ringle & Sarstedt, 2012; Henseler, 2017) are of the opinion that, an indicator is considered reliable when its outer loading is higher than 0.7. Hence, it can be confirmed that all the constructs are reliable. This indicates that the composite reliability of each construct has been attained thus, confirming the construct reliability (Ringle, Wende & Becker, 2015).

According to Dijkstra and Henseler (2015) and Henseler (2017), rho_A has been subsequently perceived as the main PLS unwavering quality measure, which is presently the solitary predictable dependability proportion of PLS. The dependability measure rho_A is a gauge for the squared connection of the PLS score. It should have a base score of 0.7 (Henseler, 2017). From the findings all the constructs had a rho_A is higher than 0.7. Thus, for Job satisfaction (rho_A=0.957), personal life interference with work (rho_A=0.813), work interference with personal life (rho_A=0.924) and work personal life

enhancement ($\rho_A=0.894$). It is therefore conclusive that the constructs were all reliable.

Concerning construct validity, the AVE should be 0.5 or higher (Chin, 1998; Sharma, Shmueli, Sarstedt, Danks, & Ray 2019; Sarstedt, Ringle, Cheah, Ting, Moisescu & Radomir, 2019). Per the average variance extracted (AVE) values, the structural model has attained convergent

Discriminant Validity

Some researchers (Fornell & Larcker, 1981; Hair, et al., 2014; Hair, Hult, Ringle & Sarstedt 2016; Hamid, Sami & Sidek, 2017) have opined that discriminant validity is satisfactory when the square root regarding the AVE of each construct is higher than the correlations with all other constructs. The findings in Table 6 showed that all the constructs accurately measured discriminant validity.

Table 5: Heterotrait-Monotrait Ratio

	Job satisfaction	Personal life interference with work	Work interference with personal life
Job satisfaction			
Personal life interference with work	0.264		
Work interference with personal life	0.426	0.136	
Work personal life enhancement	0.501	0.188	0.683

Source: Field survey, (2020)

Structural Model

The researcher proceeded to examine the study hypotheses having met construct and indicator reliability, convergent and discriminant validity criterion.

In this instance, the path coefficient(β), level of significance with its connected p-values from 5000 bootstraps, collinearity among constructs using the variance inflation factor (VIF), goodness of fit with coefficient of determination (R^2), effect size (f^2) and (Q^2) predictive relevance were determined to confirm the hypotheses.

Table 6: Outer Loadings

Latent Variable	Indicators	Loadings	P Values
<i>Personal Life Interference with Work</i>			
	PLIW 20	0.740	0.000
	PLIW 21	0.848	0.000
	PLIW 22	0.854	0.000
	PLIW 23	0.661	0.000
<i>Job Satisfaction</i>			
	SEC 11	0.785	0.000
	SEC 12	0.775	0.000
	SEC 13	0.716	0.000
	SEC 14	0.795	0.000
	SEC 15	0.746	0.000
	SEC 16	0.783	0.000
	SEC 18	0.716	0.000
	SEC 19	0.772	0.000
	SEC 2	0.744	0.000
	SEC 3	0.787	0.000
	SEC 4	0.858	0.000
	SEC 6	0.842	0.000
	SEC 7	0.794	0.000
	SEC 8	0.823	0.000
	SEC 9	0.835	0.000
<i>Work Interference with Personal Life</i>			
	WIPL 15	0.872	0.000
	WIPL 16	0.877	0.000
	WIPL 17	0.838	0.000
	WIPL 18	0.882	0.000
	WIPL 25	0.857	0.000
<i>Work Personal Life Enhancement</i>			
	WIPLE 26		0.000
	WIPLE 27		0.000

Source: Filed survey, (2020)

Henseler, Ringle and Sarstedt (2015) and Hair, Hult, Ringle and Sarstedt, (2014) opined that an indicator is considered reliable when its outer loading is higher than 0.7. However, the average variance extracted (AVE) can be used as a benchmark to determine indicators to be removed from the model. Against this assertion, some of the indicators have not been deleted due to the attainment of AVE. Hence, it can be confirmed from Table 7 that all the constructs have attained values above the minimum threshold value of 0.7. This, therefore, indicated that the composite reliability of each construct has been attained thus, confirming the construct reliability.

This finding shows that the items that measured the various constructs (Personal life interference with work, work interference with personal life and work personal life enhancement) under consideration are reliable in the context of this study and therefore it justifies the relationship being established among the constructs of interest in this study. The non-reliable items were dropped through the iteration process during the validation process of the measurement model (quality criteria) that were to be met before one could proceed to analyze the structural model when it comes to assessing reflective models in SMART PLS.

Table 8 presents information regarding the path co-efficients of the predictors regarding their contribution to the variance in job satisfaction. These paths co-efficients are unstandardized by nature.

Table 7: Path Coefficient

	Job satisfaction	T Statistics	P Values
Personal life interference with work -> Job satisfaction	-0.193	4.419	0.000
Work interference with personal life -> Job satisfaction	0.217	3.662	0.000
Work personal life enhancement -> Job satisfaction	0.301	5.093	0.000

Source: Field survey, (2020)

The path co-efficient indicates that personal life interference with work was significant but negative predictor of job satisfaction among the respondents (Beta=-0.193; p=0.0001: p<0.05) when the effect of other factors in the model were statistically controlled for. This contribution is a statistically significant contribution. This contribution was positive. It thus shows that a unit increase in personal life interference with work (as a construct) will cause 0.193 fall in job satisfaction. Furthermore, it can be confirmed a decrease in personal life interference with work will cause 0.193 rise in job satisfaction among workers of University of Cape Coast. On the contrary, it was discovered that work interference with personal life contribute substantially in predicting job satisfaction. This claim is supported that these facts: Beta = (0.217); p=0.0001: p<0.05). This finding indicates that a unit increase in work interference with personal life (as a construst) will cause 0.217 increase in job satisfaction. Besides, it can be confirmed a decrease in work interference with personal life will cause 0.217 fall in job satisfaction.

Furthermore, the study revealed that work personal life enhancement contribute substantially in predicting the difference regarding job satisfaction. This claim is supported that these facts: Beta = (0.301); p=0.0001: p<0.05). This

finding indicates that work personal life enhancement (as a construst) will cause 0.301 increase in job satisfaction. Conversely, a decrease in work personal life enhancement will cause 0.301 fall in job satisfaction. Mathematically, the estimated regression model is presnted as follows: $\text{Job satisfaction} = -0.193 \times \text{personal life interference with work} + 0.217 \times \text{work interference with personal life} + 0.301 \times \text{work persoonal life enhancement}$.

The implications of these findings are that personal life interference with work reduces the level of job satisfaction among workers in University of Cape Coast. This shows that special managerial needs to be placed on improving the conditions that affect the indicators of personal life with work interference if the university is to make these factors strong enough to contribute to improving job satisfaction among workers of University of Cape Coast. It is prudent for management to eliminate personal life interference with work if they are to improve job satisfaction. This confirms the claims by some emprical studies (Boamah & Laschinger, 2016; Darko-Asumadu, Sika-Bright & Osei-Tutu, 2018; Gounder & Govender, 2018; Hasan & Forsyth & PolzerDebruyne, 2012; Kaushal, 2019; Fisher, Bulger & Smith, 2009; Susi, Jothikumar & Suresh, 2019; Teng, 2017).

On the other hand, the findings show that work personal life enhancement has the strongest influence on predicting the positive variance in job satisfaction although work interference with personal life equally contributes significantly in a positive manner to causing the positive variance in job satisfaction. Relying on

the measures these components of work-life balance at University of Cape Coast, they have the capacity to improve employee job satisfaction.

Effect Size and Predictive Relevance

Cohen (1988) opined that it is vital to determine how considerable the effects are by measuring their effect size. The effect size values $f^2 \geq 0.02$ means small, $f^2 \geq 0.15$ represent medium and $f^2 \geq 0.35$ denotes large effect sizes (Cohen, 1988; Hair et al, 2016). Following (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014) position, a Q^2 value higher than zero can be regarded as having a predictive ability. Therefore, the predictive relevance Q^2 values of 0.02 represent small predictive relevance, 0.15 denote medium predictive relevance and 0.35 means large predictive relevance.

Table 8: Effect size (F2) and predictive relevance (Q2)

	Job satisfaction	
	F ²	Q ²
Personal life interference with work	0.051	0.155
Work interference with personal life	0.042	
Work personal life enhancement	0.080	

Source: Field survey, (2020)

Per the thresholds established early on, one can conclude that all the various components of work life balance including personal life interference with work, work interference with personal life and work personal life enhancement are weak predictors of job satisfaction in University of Cape Coast. This does not suggest they are not useful predictors of job satisfaction among workers in University of Cape Coast rather personal interference with work at the moment

reduces the level of job satisfaction among the workers of the said institution in a weak manner.

Again, both work interference with personal life and work personal life enhancement improve job satisfaction among the respondents slightly hence the need to concentrate creating the necessary conditions and strategies that implemented to improve the measures of personal life interference with work in order to induced desired organizational outcomes. With respect to the Q^2 , some scholars (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014; Hair et al., 2016) opined that value of 0.155 indicates that the entire model has a medium predictive relevance on job satisfaction. This does suggest that the model to some extent has predictability on job satisfaction among the teaching staffs at UCC.

Co-efficient of Determination

R-square which has been regarded as the effect size measure in path models (Garson, 2016). To this effect, tentative cut-off points have been recommended (Garson, 2016; Hock & Ringle,2006). The R^2 values in the structural model determine its general goodness of fit. It has been stated that the R^2 value of 0.25 is considered as weak, 0.5 is moderate and 0.75 is large (Hock & Ringle, 2006; Hair et al., 2014; Garson, 2016).

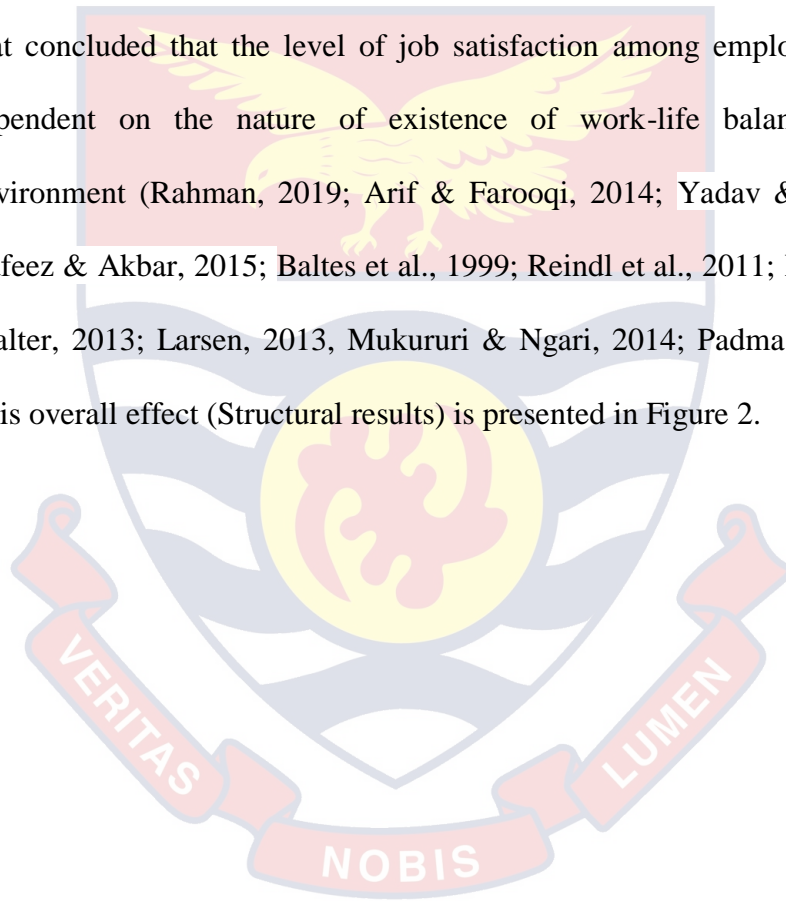
Table 9: R^2

	R^2	R^2 Adjusted
Job satisfaction	0.270	0.262

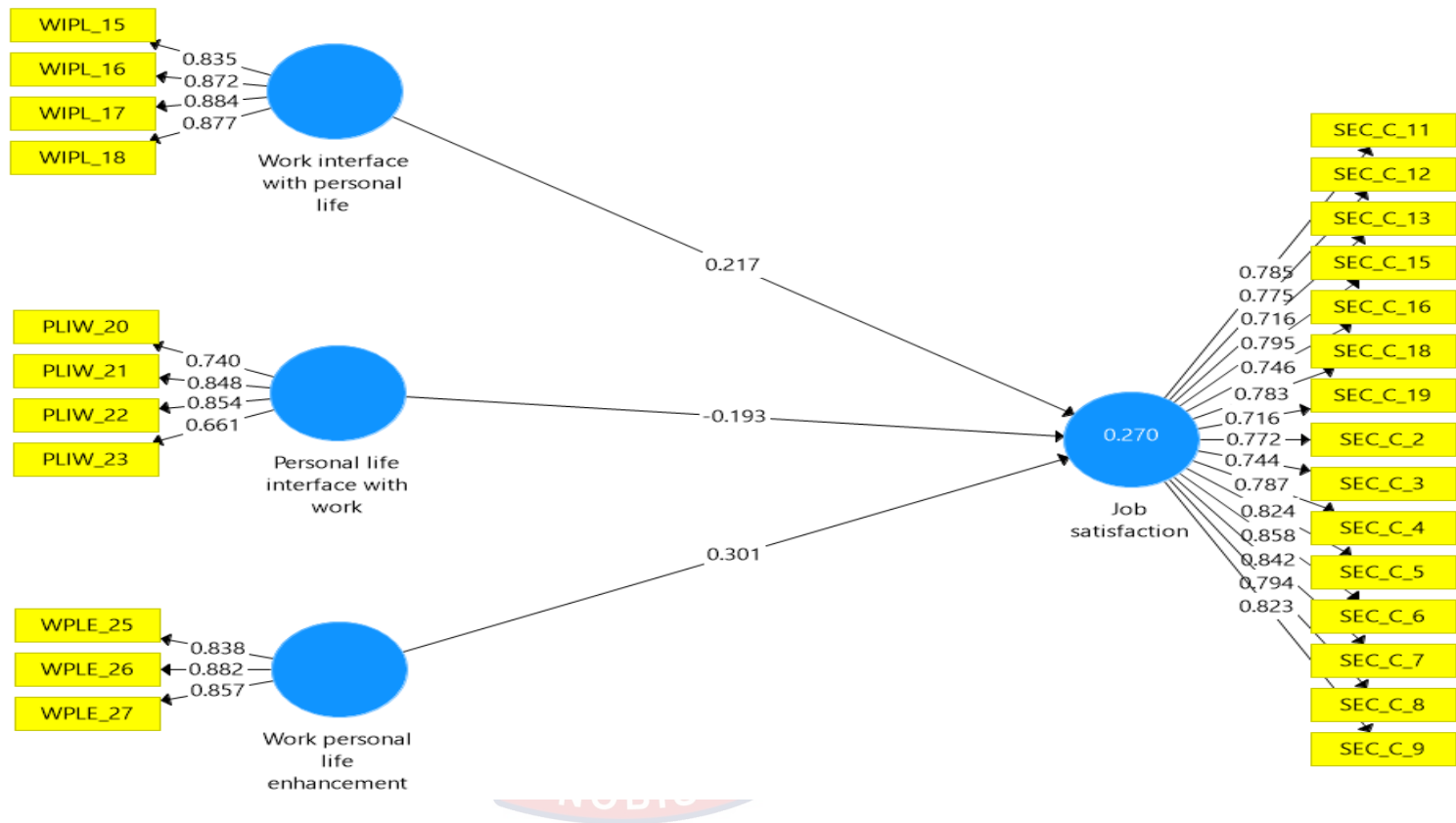
Source: Field survey, (2020)

From the results in Table 10, it can be seen that work-life balance as measured by personal life interference with work, work interference with personal

life and work personal life enhancement accounted for 27.0% substantial improvement in job satisfaction among the respondents. It thus means that work-life balance as measured by personal life interference with work, work interference with personal life and work personal life enhancement causes weak positive significant improvement in job satisfaction among workers in University of Cape Coast. This study confirms the claims of some previous empirical studies that concluded that the level of job satisfaction among employees is somehow dependent on the nature of existence of work-life balance in the work environment (Rahman, 2019; Arif & Farooqi, 2014; Yadav & Dabhade, 2014; Hafeez & Akbar, 2015; Baltes et al., 1999; Reindl et al., 2011; Ko, Hur & Smith-Walter, 2013; Larsen, 2013, Mukururi & Ngari, 2014; Padma & Reddy, 2014). This overall effect (Structural results) is presented in Figure 2.



Structural Model



Source: Field survey, (2020)

Figure 2: Structural Model (Hypothesis 1)

H2: There is a significant gender differences on work-life balance

Table 10: Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error
Work-life balance	Male	203	3.9185	.63860	.04482
	Female	97	3.9209	.60712	.06164

Source: Field survey, (2020)

In order to achieve this objective, an independent sample t-test was carried out in SPSS version 25.0 because SMART PLS does not allow for testing difference for independent variables. The group statistics shows that females had the highest level of work-life balance than males staff in University of Cape Coast, given the level of the mean score thresholds (For female: M=3.9209; SD=0.60712; Male=3.9185; SD=0.63860). It must however be recognized that this does not support the idea that such difference is statistically significant. This was assessed through the findings in the Independent Sample T-test (Table 12).

Table 11: Independent Sample T-Test

		Levene's Test for equality of variances				
		F	Sig.	T	p-value	MD
Work-life balance	Equal variances assumed	1.1521	0.219	-0.031	0.975	-0.00243
	Equal variances not assumed			-0.032	0.975	-0.00243

Source: Field survey, (2020)

Since the findings did not violate the Levene's Test for Equality of Variances ($p > 0.05$), the interpretation of the Independent Sample T-Test was based on "Equal variance assumed". It was discovered that there was no statistically significant difference in work-life balance between female staff and male staff of University of Cape Coast ($MD = 0.00243$; $p = 0.975$; $p > 0.05$). The finding therefore rejects the hypothesis that there is a significant gender differences on work-life balance and concludes that male staff and female staff in University of Cape Coast are faced with same work-life balance issues as far as this study is concerned.

This finding contradicts the claims that female workers face more work-life balance issues more than male workers (Asadullah & Fernandez, 2008; Beham, Drobnič, Präg, Baierl & Eckner, 2019; Doble & Supriya, 2010; Aziz & Cunningham, 2008; Mordi et al, 2010). While, some scholars (Aziz & Chang 2013; Bee, Baskar & Vimala, 2013; Madipelli, Sarma & Chinnappaiah, 2013; Pandu, Balu & Poorani, 2013; Sujata & Singh, 2011; Wattis, Standing & Yerkes, 2013) argued that gender was examined only from the perspective of female (Aziz & Chang 2013; Bee, Baskar & Vimala, 2013; Madipelli, Sarma & Chinnappaiah, 2013; Pandu, Balu & Poorani, 2013; Sujata & Singh, 2011; Wattis, Standing & Yerkes, 2013) other stream of studies (Walker, Wang & Redmond, 2008; Warriar, 2013) established that there is non-existence of gender bias in work-life balance.

H3: There is a significant gender differences on job satisfaction

Table 12: Path Coefficients

	Path Coefficients- diff (Gender Male - Gender female)	p-Value new (Gender Male vs Gender female)
Work life balance -> Job satisfaction	0.062	0.471

Source: Field survey, (2020)

The study sought to assess if there is any significant difference in job satisfaction between male and female workers in Cape Coast University. This was computed through the multi-group analysis. It was discovered that although male staff have higher potential to be satisfied on their jobs than female staff, this difference is however not statistically significant (See Table 13). This also means relying on this result to come up with gender-based human resource policies would not produce any desirable expected results. It is therefore implied that the level of job satisfaction for male and female workers in University of Cape Coast is same and not different at all, hence calling for equal treatment on work-life balance issues in this institution.

The study therefore rejects the directional hypothesis that there is a significant gender differences on job satisfaction in University of Cape Coast. Comparing to other studies that found no difference in job satisfaction between female workers and male workers (Gupta & Hyde, 2013; Hasan & Teng, 2017; Oshagbemi, 2000; Spencer, Deal, Pruthi, Gonzalez, Kirby, Langston & Wallen, 2016), this study conclusively supports such stance. It however contradicts the position of some previous empirical studies (Burke, 2002; Fatima, Iqbal, Akhwand, Suleman, & Ibrahim, 2015; Kifle & HailemariamDesta, 2012; Okpara,

Squillace & Erondu, 2005) that held that female workers were less satisfied on their jobs than male workers in universities.

Hypothesis 4: To assess the effect of gender in moderating the relationship between WLB and job satisfaction

Table 13: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Gender	1.000	1.000	1.000	1.000
Job satisfaction	0.955	0.957	0.960	0.616
Moderating Effect 1	1.000	1.000	1.000	1.000
Work life balance	0.887	0.893	0.911	0.596

Source: Field survey, (2020)

According to Hamid, Sami and Sidek (2017) all reliable constructs must have Cronbach's Alpha value 0.7 or above . This criterion was met by all the constructs (Gender-single variable) [1], job satisfaction [0.955], moderating effect 1-Single variable [1], and work-life balance [0.887]) in Table 14. Regarding the Composite Reliability, it was also found that all the constructs (gender [1], job satisfaction [0.960], moderating effect 1[1] and work-life balance [0.911]) were reliable.

The reliability measure rho_A is satisfactory when each construct is higher than the correlations with all other constructs and must have a threshold of 7.0 or above (Henseler, 2017). Hence, it can be confirmed from Table 14 that the rho_A of each construct are greater than correlation values among the latent variables. Thus, for gender (rho_A=1), job satisfaction (rho_A=0.957), moderating effect 1(rho_A=1) and work-life balance (rho_A=0.893). It is therefore conclusive that

the constructs were all reliable. Also the AVEs of the variables of interest (Gender [1], job satisfaction [0.616], moderating effect 1[1] and work-life balance [0.596]) thereby confirming convergent validity of the model.

Discriminate Validity

Table 14: Heterotrait-Monotrait Ratio

	Gender	Job satisfaction	Moderating Effect 1
Job satisfaction	0.080		
Moderating Effect 1	0.043	0.086	
Work life balance	0.061	0.505	0.157

Source: Field survey, (2020)

It has been argued (Henseler, Ringle & Sarsstedt, 2015; Ringle, Wende & Becker, 2015) that a HTMT ratio should be below 0.9. The findings in Table 15 showed that all the constructs accurately measured discriminant validity. Thus, for job satisfaction and gender (0.080), moderating effect 1 and gender (0.043) and work-life balance and gender (0.061). The other results are presented in Table 19.

Structural Measurement

Henseler, Ringle and Sarstedt (2015) and Hair, Hult, Ringle and Sarstedt, (2014) opined that an indicator is considered reliable when its outer loading is higher than 0.7. As clearly shown in Table 16, it can be established that indicators that loaded above 0.7 are more. Hence, it can be confirmed from Table 16 that all the constructs have attained values above the minimum threshold value of 0.7.

Table 15: Outer Loadings

Latent Variable	Indicators	Loadings	P Values
<i>Job Satisfaction</i>			
	SEC C 11	0.783	0.000
	SEC C 12	0.778	0.000
	SEC C 13	0.719	0.000
	SEC C 15	0.797	0.000
	SEC C 16	0.751	0.000
	SEC C 18	0.786	0.000
	SEC C 19	0.714	0.000
	SEC C 2	0.773	0.000
	SEC C 3	0.743	0.000
	SEC C 4	0.789	0.000
	SEC C 5	0.820	0.000
	SEC C 6	0.857	
	SEC C 7	0.840	0.000
	SEC C 8	0.792	0.000
	SEC C 9	0.819	0.000
<i>Work Life Balance</i>			
	WIPL 15	0.755	0.000
	WIPL 16	0.773	0.000
	WIPL 17	0.822	0.000
	WIPL 18	0.809	0.000
	WIPL 25	0.726	0.000
	WIPL 26	0.734	0.000
	WIPL 27	0.779	0.000
<i>Gender Moderating Effect</i>			
	Gender	0.945	0.000
	Moderating Effect		
	SEC A 1	1.000	0.000
	Gender		

Source: Field survey, (2020)

It can be established from Table 16 that the items that measured the various constructs (Gender, job satisfaction, work-life balance) under consideration are reliable in the context of this study and therefore it justifies the relationship being established among the constructs of interest in this study. The non-reliable items were dropped through the iteration process during the validation process of the measurement model (quality criteria) that were to be met

before one could proceed to analyze the structural model when it comes to assessing reflective models in SMART pls.

Coefficients

Table 16: Coefficients

	Beta	T Statistics	P Values
Gender -> Job satisfaction	-0.054	1.109	0.268
Moderating Effect 1 -> Job satisfaction	-0.018	0.409	0.683
Work life balance -> Job satisfaction	0.473	10.779	0.000

Source: Field survey, (2020)

The path co-efficient indicates that only work-life balance was significant positive predictor of job satisfaction among the respondents (Beta=0.473; p=0.0001; p<0.05) when the effect of other factors in the model were statistically controlled for. It thus shows that a unit increase in work life balance (as a construct) will cause 0.473 increase in job satisfaction. Conversely, a decrease in work-life balance will cause 0.473 decreases in workers’ job satisfaction of university of Cape Coast. Gender was a negative insignificant predictor of job satisfaction, given its interaction effect. Mathematically, the regression model is estimated as follows: Job satisfaction = 0.473*work life balance. This result proves that gender does not predict job satisfaction significantly as has been held in some previous empirical studies (Kim, 2005).

Table 17: F-Square and Q-Square

	Job satisfaction	
	F ²	Q ²
Gender	0.004	
Moderating Effect 1	0.000	0.139
Work life balance	0.284	

Source: Field survey, (2020)

Per the thresholds established early on, one can conclude that work life balance is a moderate predictor of job satisfaction in University of Cape Coast. It thus means that work-life balance is the only factor that causes weak positive significant improvement in commitment among workers in University of Cape Coast given the inclusion of gender and its moderating effect in the same model. Therefore, it is conclusive that gender has no effect on work-life balance and job satisfaction hence it is not managerially prudent for management of University of Cape Coast to design gender-based work-life balance-job satisfaction policies and practices.

It (gender) thus fails to alter the direction as well as the strength of the connection regarding balancing an individual's life and job satisfaction. Simply put, there should be no preferential treatment based on gender when it comes to work-life balance issues in so far as the quest to promoting job satisfaction among workers in University of Cape Coast is concerned. The findings support the claim made in some empirical studies that job satisfaction does not vary significantly by gender (Watanabe, 2010) it contradicts that claim that gender moderates the relationship between job satisfaction and work-life balance (Haar, Russo, Suñe & Ollier-Malaterre, 2014).

With reference to Q^2 , some researchers (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014; Hair et al., 2016) opined that value of the value of 0.139 indicates that the entire model has a small to medium predictive relevance on job satisfaction. This does suggest that the model to some extent has predictability on job satisfaction among the teaching staffs at UCC.

Co-efficient of Determination

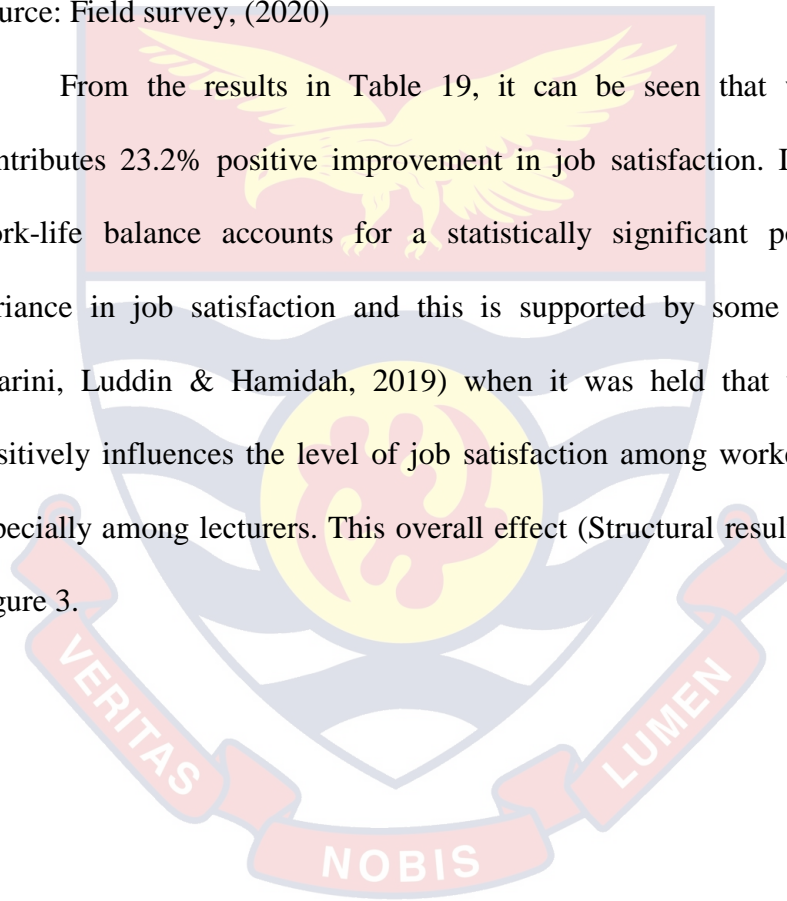
The R^2 values in the structural model determine its general goodness of fit. It has been stated that the R^2 value of 0.25 is considered as weak, 0.5 is moderate and 0.75 is large (Hock & Ringle, 2006; Hair et al., 2014; Garson, 2016).

Table 18: R^2

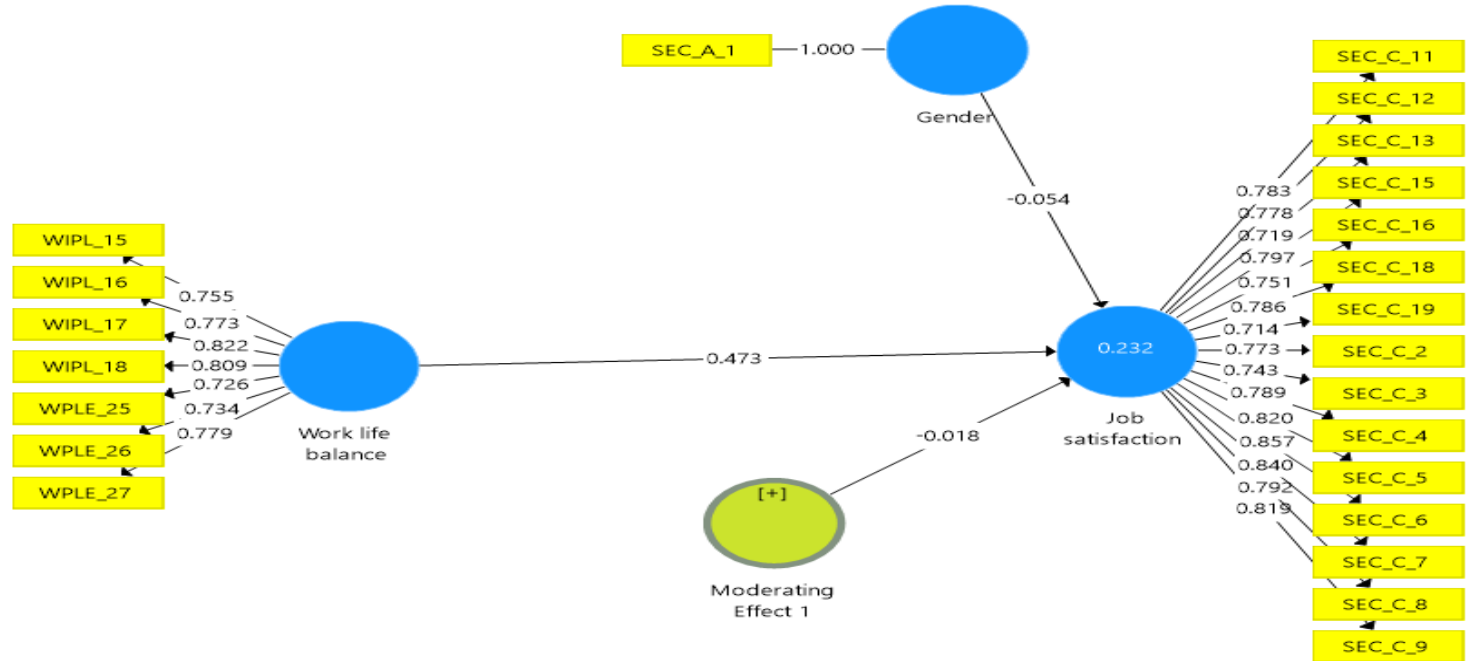
	R^2	R^2 Adjusted
Job satisfaction	0.232	0.224

Source: Field survey, (2020)

From the results in Table 19, it can be seen that work-life balance contributes 23.2% positive improvement in job satisfaction. It thus shows that work-life balance accounts for a statistically significant positive but weak variance in job satisfaction and this is supported by some empirical claims (Harini, Luddin & Hamidah, 2019) when it was held that work-life balance positively influences the level of job satisfaction among workers in universities especially among lecturers. This overall effect (Structural results) is presented in Figure 3.



Structural Model



Source: Field survey, (2020)

Figure 3: Structural Model (Hypothesis 4)



Hypothesis 5: To Examine the effect of WLB on organizational commitment among teaching staff at University of Cape Coast

Measurement Model

Table 19: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Employee commitment	0.901	0.906	0.920	0.565
Personal life interference with work	0.761	0.785	0.862	0.678
Work interference with personal life	0.891	0.933	0.923	0.750
Work personal life enhancement	0.824	0.825	0.895	0.739

Source: Field survey, (2020)

To be reliable, the constructs must have Cronbach’s Alpha value 0.7 or above (Hamid, Sami & Sidek, 2017). This criterion was met by all the constructs (Employee commitment [0.901], personal life interference with work [0.761], work interference with personal life [0.891], work personal life enhancement [0.824]) in Table 20, regarding the Composite Reliability, it was also found that all the constructs (Employee commitment [0.920], personal life interference with work [0.862], work interference with personal life [0.923] and work personal life enhancement [0.895]) were reliable (Ringle, Wende & Becker, 2015).

The reliability measure rho_A is satisfactory when each construct is higher than the correlations with all other constructs and must have a threshold of 0.7 or above (Henseler, 2017). Hence, it can be confirmed from Table 14 that the rho_A of each construct are greater than correlation values among the latent variables. Thus, for employee commitment (rho_A=0.906), personal life interference with

work ($\rho_A=0.785$), work interference with personal life ($\rho_A=0.933$) and work personal life enhancement ($\rho_A=0.825$). It is therefore conclusive that the constructs were all reliable. The AVEs for the constructs (Employee commitment [0.565], personal life interference with work [0.678], work interference with personal life [0.750] and work personal life enhancement [0.739]) thereby confirming convergent validity of the model.

Table 20: Discriminant Validity

	Employee commitment	Personal life interference with work	Work interference with personal life
Personal life interference with work	0.409		
Work interference with personal life	0.394	0.132	
Work personal life enhancement	0.476	0.189	0.683

Source: Field survey, (2020)

It has been argued (Henseler, Ringle & Sarstedt, 2015; Ringle, Wende & Becker, 2015) that a HTMT ratio should be below 0.9. The findings in Table 21 showed that all the constructs accurately measured discriminant validity. Thus, for personal life interference with work and employee commitment (0.409), work interference with personal life (0.394), and work personal life enhancement (0.476).

Structural Model

Henseler, Ringle and Sarstedt (2015) and Hair, Hult, Ringle and Sarstedt, (2014) opined that an indicator is considered reliable when its outer loading is higher than 0.7. As clearly shown in Table 22, it can be established that indicators

that loaded above 0.7 are more. However, the average variance extracted (AVE) can be used as a benchmark to determine indicators to be removed from the model. Against this assertion, some of the indicators have not been deleted due to the attainment of AVE. Hence, it can be confirmed from Table 22 that all the constructs have attained values above the minimum threshold value of 0.7.

Table 21: Outer Loadings

Latent Variable	Indicators	Loadings	P Values
<i>Employee Commitment</i>			
	AC 5	0.665	0.000
	AC 8	0.682	0.000
	CC 12	0.647	0.000
	CC 15	0.683	0.000
	NC 19	0.764	0.000
	NC 20	0.862	0.000
	NC 21	0.742	0.000
	NC 22	0.849	0.000
	NC 23	0.830	0.000
<i>Personal Life Interference with Work</i>			
	PLIW 20	0.726	0.000
	PLIW 21	0.864	0.000
	PLIW 22	0.872	0.000
	WIPL 15	0.828	0.000
	WIPL 16	0.862	0.000
	WIPL 17	0.897	0.000
	WIPL 18	0.875	0.000
<i>Work Personal Life Enhancement</i>			
	WPLE 25	0.857	0.000
	WPLE 26	0.870	0.000
	WPLE 27	0.852	0.000

Source: Field survey, (2020)

It can be concluded from Table 22 that employee commitment, personal life interference with work, work interference with personal life and work personal life enhancement are more than 0.7. The outer loadings are single regression results with a particular indicator in the measurement model as independent variable (Hair, Hult, Ringle & Sarstedt, 2014). This finding proved

that the items that measured the various constructs (personal life interference with work, work interference with personal life, work personal life enhancement and employee commitment) under consideration are reliable in the context of this study and therefore it justifies the relationship being established among the constructs of interest in this study.

The non-reliable items were dropped through the iteration process during the validation process of the measurement model (quality criteria) that were to be met before one could proceed to analyze the structural model when it comes to assessing reflective models in PLS-SEM.

Path Coefficients

Table 22: Coefficients (Unstandardized)

	Beta	T Statistics	P Values
Personal life interference with work -> Employee commitment	-0.283	6.357	0.000
Work interference with personal life -> Employee commitment	0.199	4.126	0.000
Work personal life enhancement -> Employee commitment	0.255	4.099	0.000

Source: Field survey, (2020)

The path co-efficient indicates that personal life interference with work was substantial but negative predictor of employee commitment among the respondents (Beta=-0.283; p=0.0001; p<0.05). It thus shows that a rise in one's life could influence its work (as a construct) will cause 0.283 fall in employee commitment. Conversely, a decrease in one's life with work will cause 0.283 rise in employee commitment among workers of University of Cape Coast.

On the contrary, it was discovered that work interference with personal life contribute in predicting the difference in employee commitment. This claim is

supported that these facts: Beta = (0.199); $p=0.0001$: $p<0.05$). This finding indicates that a unit increase in work interference with personal life (as a construct) will cause 0.199 increase in employee commitment. In contrast, a decrease in work interference with personal life will cause 0.199 fall in employee commitment.

Furthermore, the study revealed that work personal life enhancement contribute substantially in predicting the difference with respect to employee commitment. This claim is supported by these facts: Beta = (0.255); $p=0.0001$: $p<0.05$). This finding indicates that an increase in work personal life enhancement (as a construct) will cause 0.255 increase in employee commitment. In contrast, a decrease with regards to work personal life enhancement will cause 0.255 reduction in employee commitment. Mathematically, the estimated regression model is presented as follows: $\text{Employee commitment} = -0.283 * \text{personal life interference with work} + 0.199 * \text{work interference with personal life} + 0.255 * \text{work personal life enhancement}$.

It is therefore vital for management of University of Cape Coast to maintain or improve the measures of work interference with personal life and work personal life enhancement if they are to improve the level of employee commitment among the workforce of the university. Relying on personal life interference with work would rather reduce the level of commitment among the workforce of the university, hence demanding drastic strategic human resource actions to improve the measures of this construct (Work interference with personal life) in the context of this study.

This claim is based on the fact that this construst had a negative association with employee commitment. This finding support the claim made in some previous empirical studies that employee commitment is enhanced through work-life balance (Shabir & Gani, 2020; Talukder, 2019; Emre & De Spiegeleare, 2019; Nguru, 2018; Arif & Farooqi, 2014; Darko-Asumadu, Sika-Bright & Osei-Tutu, 2018; Pradhan, Jena & Kumari, 2016; Friedman & Greenhaus, 2000; Goldberg, Greenberger, Koch-Jones, O’Neil, & Hamill, 1989; Roehling, Roehling, & Moen, 2001).

Effect Size and Predictive Relevance

Table 23: F-Square and Q- Square

	Employee commitment	
	F ²	Q ²
Personal life interference with work	0.108	
Work interference with personal life	0.036	0.246
Work personal life enhancement	0.057	

Source: Field survey, (2020)

Per the thresholds established early on, one can conclude that the entire components of work life balance are weak predictors of employee commitment in University of Cape Coast. Personal life interference with work seem to be strongly related to predicting employee commitment among staff of University of Cape Coast than the other remaining predictors although such contribution was negatively related to the dependent variable-employee commitment.

With reference to Q², some researchers (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014; Hair et al., 2016) opined that value of 0.246 indicates that the entire model has a medium predictive relevance on employee commitment.

This does suggest that the model has predictability on employee commitment among the teaching staffs at UCC.

Co-efficient of Determination

The R^2 values in the structural model determine its general goodness of fit. It has been stated that the R^2 value of 0.25 is considered as weak, 0.5 is moderate and 0.75 is large (Hock & Ringle, 2006; Hair et al., 2014; Garson, 2016).

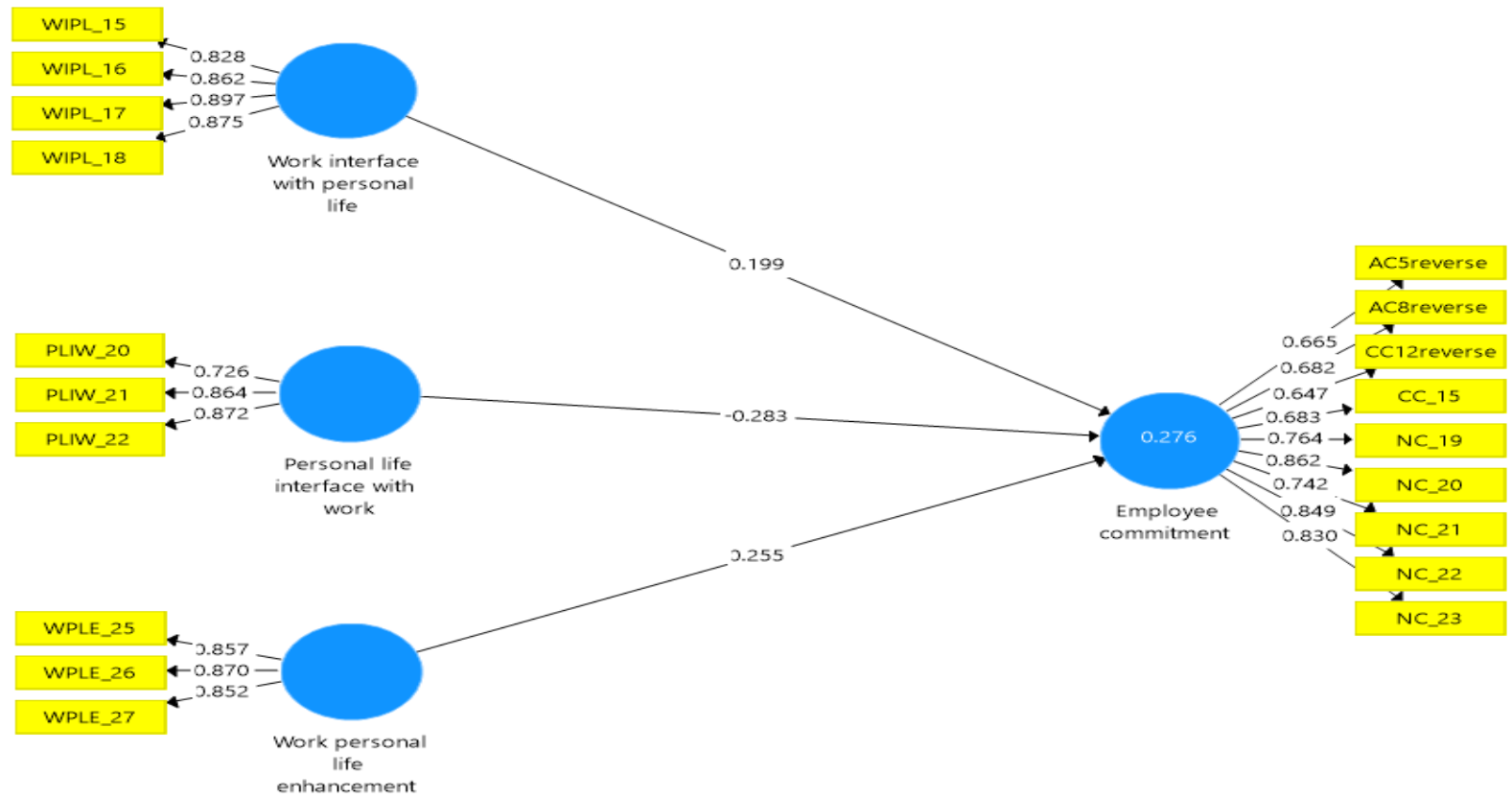
Table 24: R-Square

	R^2	R^2 Adjusted
Employee commitment	0.276	0.269

Source: Field survey, (2020)

From the results in Table 25, it can be seen that work-life balance as measured by personal life interference with work, work interference with personal life and work personal life enhancement accounted for 27.6% substantial improvement in employee commitment. This confirms the claims by some empirical studies that idealized that work-life balance has the capacity to induce significantly, a positive variance in the level of employee commitment (Arif & Farooqi, 2014; Forsyth & PolzerDebruyne, 2012; Hasan & Teng, 2017; Reindl et al., 2011). This overall effect (Structural results) is presented in Figure 4.

Structural Model



Source: Filed survey, (2020)

Figure 4: Structural Model (Hypothesis 5)

H6: There is a significant gender differences in employee commitment of teaching staff

Table 25: Path Coefficients-

	Path Coefficients- diff (Gender Male - Gender female)	p-Value (Gender Male vs Gender female)
Work life balance -> Job commitment	0.062	0.464

Source: Field survey, (2020)

The study sought to assess if there is any significant difference in job commitment between male and female workers in Cape Coast University. It was discovered that although male staff have higher potential to be committed with their jobs than female staff, this difference is however not statistically significant (See Table 26). It is therefore implied that the level of commitment for male and female workers in University of Cape Coast is same and not different at all, hence calling for equal treatment on work-life balance issues in this institution without any consideration of gender issues.

The finding therefore rejects the hypotheses that “There is a significant gender difference in commitment of academic staff.” This contradicts some claims that men and women differ in commitment (Andersén & Andersén, 2019; Akintayo, 2010; Seong, Hong & Park, 2012). From a more directional perspective, this finding therefore contradicts the claim that female workers have higher tendency to be committed than their male counterparts (Redmond & McGuinness, 2019; Hodson, 1983).

Hypothesis 7: To Assess the Effect of Gender in Moderating the Relationship between WLB and Employee Commitment

Measurement Model

Table 26: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Employee commitment	0.911	0.918	0.931	0.694
Gender	1.000	1.000	1.000	1.000
Moderating Effect 1	1.000	1.000	1.000	1.000
Work life balance	0.887	0.895	0.911	0.594

Source: Field survey, (2020)

According to Hamid, Sami and Sidek (2017) all reliable constructs must have Cronbach's Alpha value 0.7 or above . This criterion was met by all the constructs (Employee commitment [0.911] Gender-single variable [1], moderating effect 1-Single variable [1], and work-life balance [0.887]) in Table 23 regarding the Composite Reliability, it was also found that all the constructs (gender [1], employee commitment [0.931], moderating effect 1[1] and work-life balance [0.911]) were reliable.

The reliability measure rho_A is satisfactory when each construct is higher than the correlations with all other constructs and must have a threshold of 7.0 or above (Henseler, 2017). Hence, it can be confirmed from Table 14 that the rho_A of each construct are greater than correlation values among the latent variables. Thus, for gender (rho_A=1), employee commitment (rho_A=0.918), moderating effect 1(rho_A=1) and work life balance (rho_A=0.885). It is therefore conclusive that the constructs were all reliable. The AVEs for the constructs (Gender [1],

employee commitment [0.694], moderating effect 1[1] and worklife balance [0.596]) thereby confirming convergent validity.

Discriminant Validity

Table 27: Heterotrait-Monotrait Ratio

	Employee commitment	Gender	Moderating Effect 1
Gender	0.049		
Moderating Effect 1	0.090	0.043	
Work life balance	0.470	0.061	0.155

Source: Field survey, (2020)

It has been argued (Henseler, Ringle & Sarsstedt, 2015; Ringle, Wende & Becker, 2015) that a HTMT ratio should be below 0.9. The findings in Table 28 showed that all the constructs accurately measured discriminat validity. Thus, for gender and employee commitment (0.049), moderating effect 1 and employee commitment (0.090) and work-life balance and employee commitment (0.476). The other results are presented in Table 24.

Structural Measurement

As clearly shown in Table 29, it can be established that indicators that loaded above 0.7 are more and reliable. However, the average variance extracted (AVE) can be used as a benchmark to determine indicators to be removed from the model. Against this assertion, some of the indicators have not been deleted due to the attainment of AVE. Hence, it can be confirmed from Table 29 that all the constructs have attained values above the minimum threshold value of 0.7.

Table 28: Outer Loadings

Latent Variable	Indicators	Loadings	P Values
<i>Employee Commitment</i>			
	AC 2	0.737	0.000
	NC 19	0.828	0.000
	NC 20	0.900	0.000
	NC 21	0.818	0.000
	NC 22	0.869	0.000
	NC 23	0.838	0.000
<i>Work Life Balance</i>			
	WIPL15	0.746	0.000
	WIPL16	0.758	0.000
	WIPL17	0.820	0.000
	WIPL18	0.806	0.000
	WPLE25	0.737	0.000
	WPLE26	0.740	0.000
	WPLE27	0.785	0.000
	Work life balance *		0.000
	Gender	0.946	
	Moderating Effect		
	1		
	SECA1 Gender	1.000	0.000

Source: Field survey, (2020)

It can be inferred from the findings in Table 29 that the items that measured the various constructs (Gender, employee commitment, work-life balance) under consideration are reliable in the context of this study and therefore it justifies the relationship being established among the constructs of interest in this study. The non-reliable items were dropped through the iteration process during the validation process of the measurement model (quality criteria) that were to be met before one could proceed to analyze the structural model when it comes to assessing reflective models in SMART pls.

Table 29: Path Coefficients

	Beta	T Statistics	P Values
Gender -> Employee commitment	0.053	0.902	0.368
Moderating Effect 1 -> Employee commitment	-0.006	0.133	0.894
Work life balance -> Employee commitment	0.443	9.282	0.000

Source: Field survey, (2020)

The path co-efficient indicates that only work life balance (as measured in Table 30) was a positive significant predictor of commitment among the respondents (Beta=0.443; p=0.0001: p<0.05). It thus shows that a unit increase in work life balance (as a construct) will cause 0.443 increase in employee commitment. In contrast, a drop in work-life balance will cause 0.443 decreases in commitment of workers of UCC. Gender was a positive insignificant predictor of employee commitment, given its negative insignificant interaction effect. Mathematically, the regression model is estimated as follows: Employee commitment = 0.443*work life balance.

Effect Size and Predictive Relevance

Table 30: F-Square and Q-Square

	Employee commitment	
	F ²	Q ²
Gender	0.004	
Moderating Effect 1	0.000	0.210
Work life balance	0.238	

Source: Field survey, (2020)

Per the thresholds established early on, one can conclude that work life balance is a moderate predictor of employee commitment in UCC. Again, the moderation effect shows a insignificant moderation by gender in the predictive connection regarding work-life balance and employee commitment in UCC.

Therefore, it is conclusive that gender has no effect on work-life balance and commitment of employees hence it is not managerially prudent for management of UCC to design gender-based work-life balance-commitment policies and practices.

It thus fails to alter the direction as well as the strength of relationship between work-life balance and employee commitment. Simply put, there should be no preferential treatment based on gender when it comes to work-life balance issues in so far as the quest to promoting commitment among workers in University of Cape Coast is concerned. This finding supports the assertion that the connection regarding gender and employee is not significant (Amjad Ali, Kundi, Qureshi & Akhtar, 2014).

With reference to Q^2 , some researchers (Götz, Liehr-Gobbers & Krafft, 2010; Hair et al., 2014; Hair et al., 2016) opined that value of 0.210 indicates that the entire model has a small to medium predictive relevance on employee commitment. This does suggest that the model to some extent has predictability on employee commitment among the teaching staffs at UCC.

Co-efficient of Determination

The R^2 values in the structural model determine its general goodness of fit. It has been stated that the R^2 value of 0.25 is considered as weak, 0.5 is moderate and 0.75 is large (Hock & Ringle, 2006; Hair et al., 2014; Garson, 2016).

Table 31: R-Square

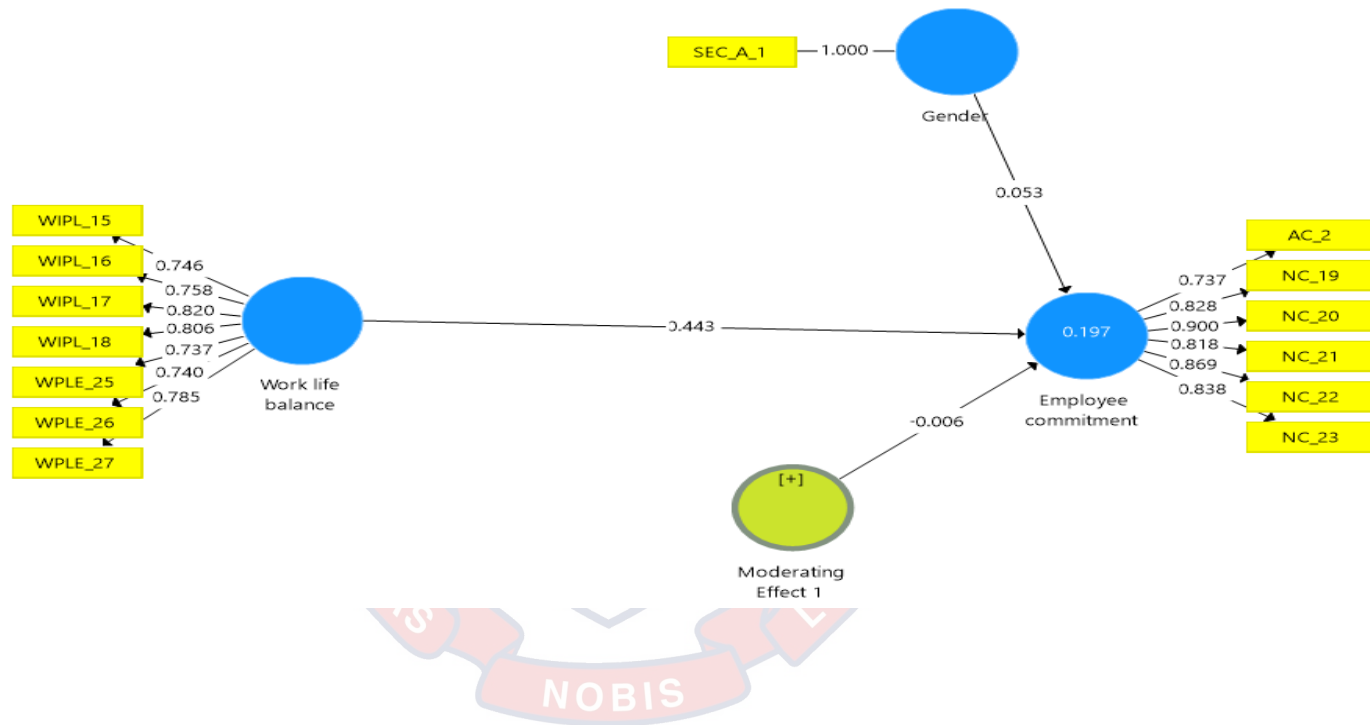
	R Square	R Square Adjusted
Employee commitment	0.197	0.189

Source: Field survey, (2020)

From the results in Table 32, it can be seen that work-life balance contributes 19.7% positive improvement in employee commitment. In the presence of gender and its interaction effect with work-life balance, the study reveals a non-significant. This overall effect (Structural results) is presented in Figure 5.



Structural Model



Source: Field survey, (2020)

Figure 5: Structural Model (Hypothesis 7)

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study sought to assess the effect of work-life balance on job satisfaction and commitment among workers in University of Cape Coast, after controlling for the moderating effect of gender. The previous chapter provided information regarding the results obtained in respect of the specific research objectives as well as hypotheses tested. This chapter provides information concerning summary of the findings, conclusions drawn as well as the recommendations offered in respect of the objectives and hypotheses considered in the study.

Summary

The first objective sought to examine the effect of work-life balance on job satisfaction among teaching staff of Cape Coast University. It was discovered that both work interface with personal life and work personal life enhancement individually improve job satisfaction among the respondents slightly (Weak contributions). Personal life interface with work on the other hand reduces the level of job satisfaction among workers in University of Cape Coast. This was statistically significant. However, work personal life enhancement made the strongest substantial contribution to predicting the positive significant difference regarding job satisfaction. Collectively, it was discovered that work-life balance (As measured by personal life interface with work, work interface with personal

life and work personal life enhancement) accounted for 27.0% (weak variance) positive improvement in job satisfaction among the respondents.

Furthermore, the second objective of the study sought to assess the effect of work-life balance on organizational commitment among teaching staff of University of Cape Coast. It was found that all the various components of work life balance are weak predictors of employee commitment in University of Cape Coast. Personal life interface with work seem to be strongly related to predicting employee commitment among staff of University of Cape Coast than the other remaining predictors although such contribution was negatively related to the dependent variable-employee commitment. The other predictors such as work interface with personal life and work personal life enhancement however contributions to predicting employee commitment. The coefficient of determination result shows that work life balance accounted for 27.6% difference in the level of employee commitment.

The third objective also sought to examine the effect of gender in moderating the relationship between work-life balance and job satisfaction in University of Cape Coast. It was discovered that gender does not statistically moderate the predictive relationship between work-life balance and job satisfaction in University of Cape Coast although gender had a negative insignificant association with job satisfaction. In a single model with gender, the study proved that work-life balance is a major predictor of job satisfaction and that it accounted for a weak difference in job satisfaction in.

The fourth objective of the study was to examine the effect of gender in moderating the link between work-life balance and employee commitment. It was discovered that gender has no moderating effect on work-life balance and commitment of employees hence it is not managerially prudent for management of University of Cape Coast to design gender-based work-life balance-commitment policies and practices. Gender thus fails to alter the direction as well as the strength of relationship between work-life balance and employee commitment. Work-life balance however still constructive but weak difference regarding employee commitment in University of Cape Coast. Regarding the test of difference between male staff and female staff of University of Cape Coast on the level of commitment, it was discovered that although male staff have higher potential to be satisfied with their jobs than female staff, this difference is however not statistically significant.

Regarding the relationship between work-life balance (as measured by work interference with personal life, personal interference with work and work personal life enhancement) as measured by work interference with personal life, personal life interference with work and work personal life enhancement) and job satisfaction among workers in University of Cape Coast, it was discovered that there was a statistically significant but positive weak relationship between work interference with personal life and job satisfaction. Similar finding was obtained in the case of the relationship between work personal life enhancement and job satisfaction. On the other hand, it was discovered that there was a statistically

significant negative weak correlation between personal life interference with work and job satisfaction among workers in University of Cape Coast.

The link between work-life balance (as measured by work interference with personal life, personal interference with work and work personal life enhancement) and employee commitment, the study proved that there was a statistically significant small positive correlation between work interference with personal life and employee commitment among staff in University of Cape Coast. Similarly, it was discovered that there was a statistically significantly positive weak association between personal life interference with work and employee commitment. In the same fashion, it was found that there was a statistically significant positive weak correlation between work personal life enhancement and employee commitment.

Regarding test of difference on gender on work-life balance, it was discovered that although female workers have higher levels of work-life balance issues, this does not mean that such difference compared with that of male workers in University of Cape Coast was statistically significant. The study sought to assess if there is any significant difference in commitment between male and female workers in Cape Coast University. This was computed through the multi-group analysis. It was discovered that although male staff have higher potential to be committed to their jobs than female staff, this difference is however not statistically significant. The study sought to assess if there is any significant difference in job satisfaction between male and female workers in Cape Coast University. It was discovered that although male staff have higher

potential to be satisfied with their jobs than female staff, this difference is however not statistically significant.

Conclusions

It is evidentially established empirically that work-life balance causes a weak positive variance in job satisfaction among staff of University of Cape Coast and therefore, work-life balance components such as work interference with personal life and personal life enhancement must be managed prudentially to induce job satisfaction among workers of the university. On the other hand, Personal life interference with work reduces employee job satisfaction in Cape Coast University. Again, it established that all the various components of work life balance including personal life interface with work, work interface with personal life and work personal life enhancement are weak predictors of employee commitment in University of Cape Coast. Work life balance established 27.6% difference in the level of employee commitment.

Regarding the moderation effects, it is now established that gender does not statistically moderate the predictive relationship between work-life balance and job satisfaction in University of Cape Coast although gender had a negative insignificant association with job satisfaction. Again, gender has no moderating effect on work-life balance and commitment of employees in University of Cape Coast. The variables of work-life balance have some statistically significant weak associations with both employee commitment and job satisfaction in University of Cape Coast. However, in the case of job satisfaction, personal life interference

with work correlates with it negatively. In the cases of tests of differences, it is now empirically established that there are no gender differences in terms of employee commitment, job satisfaction and work-life balance among workers in University of Cape Coast.

Recommendations

Following the results of this investigation, it is recommended that the various stakeholders should rely on the practical recommendations to improve work-life balance, job satisfaction and employee commitment, particularly in University of Cape Coast. Since it was found that personal life interference with work and this produces negative impact on the level of job satisfaction and the level of employee commitment, it is recommended to the management of University of Cape Coast, and for that matter the Human Resource Unit, to put in measures that would give staff enough time to enjoy their personal lives without limiting their potential to execute their official duties. One of such interventions could be policies that encourage holidays among staff of University of Cape Coast. Clauses in employment regulation such as “use it or lose it” in leave policy of the University is one of the surest ways to tie employees to taking on holidays.

Another means that could be used is the possibility of encouraging employees to take short breaks throughout the working day. This may end up producing environment that makes employees more attentive, fewer burned out and highly productive in the long run. This is against the backdrop that human body is not intended to stay ideal and less productive during working hours and

doing such thing may end up causing strain on the body and mental strength as well. The University management should take up initiatives to see to it that workers rest through these options can provide indirect impetus to encourage workers to comply. Other strategies such as creating flexible work schedules, building teams, allowing unpaid time off for life events. These interventions may in the long run produce satisfied and committed workers for the university.

Undertaking initiatives that aid in the identification of early warning signs of work burn out may provide means to ensure healthy and productive workforce for the University of Cape Coast. Industrial psychological intervention programmes can be relied on by the university periodically in order to audit the work-life balance situation among all classes of staff so as to inform the design and implementation of timely tailored in interventions. Particularly by encouraging employees to be self-aware about their personalities and tendencies, the university can create harmonious working environment for all stakeholders, particularly its workforce. Establishing fitness and exercise and mediation programmes by the university can also boost the health and lifestyle of workers in the University.

Again, the university can also adopt the Gold Standard strategies proposed by the United Nations (Brough & O'Driscoll, 2010) in its work-life balance policy so as to create sword edged balance between work life and family life. Notable among such interventions are job sharing, compressed work week, overtime compensation for all workers, children facilities or child care allowance and specific work-life balance activities.

The design and implementation of work-life balance policies in University of Cape Coast should be tailored to address the needs of all manner of workers without discrimination based particularly on gender of staff in the university in so far as the quest to enhancing job satisfaction and employee commitment is concerned. Thus, creation of gender supportive climate and institutional support would not yield any useful organization-wide results in terms of solving issues concerning work-life balance, job satisfaction and employee commitment. This generic approach to designing interventions is being advocated for owing to the fact that both the moderation analysis and test of difference results proved that gender failed to alter the direction and strength of the predictive relationships between work-life balance on one hand and job satisfaction and employee commitment on the other hand.

Besides, the study proved that there are no statistically significant differences on job satisfaction, commitment and work-life balance in University of Cape Coast.

Suggestions for Further Studies

Further studies should be conducted to examine the mediating effect of social support in the supposedly work-life balance-job satisfaction predictive association in all public universities in Ghana to address the inconclusive findings in previous studies. Conducting further studies in all the public Universities would give a general representation on work-life balance. Other demographic characteristics such as age, job position, class of qualification, marital status,

number of dependence and so forth could also be controlled for or treated as moderators in similar studies in University of Cape Coast and beyond.



REFERENCES

- Abugre, J. B. (2019). The Moderating Role of Affective Interpersonal Conflict on Managerial Decision-making and Organizational Performance in Private Sector Organizations: A Study of Ghana. *Journal of African Business*, 1(22).
- Acheampong, A. F. (2013). *An investigation into work-life balance practices and its effect on career progression; a case study of female lecturers on KNUST campus* (Doctoral dissertation).
- Akintayo, D. I. (2010). Work-family role conflict and organizational commitment among industrial workers in Nigeria. *Journal of Psychology and counseling*, 2(1), 1-8.
- Allen, N. J., & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behavior*, 49(1), 252–276.
- Allen, N. J., & Meyer, J. P. (2000). Construct validation in organizational behavior research: The case of organizational commitment. In R. D. Goffin & E. Helmes (Eds.), *Problems and solutions in human assessment: Honouring Douglas N. Jackson at seventy* (pp. 285–314). Norwell, MA: Kluwer.
- Allen, N.J. Meyer, J.P. (1990) 'The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organization', *Journal of Occupational Psychology*, 63: 1–18.

- Amjad Ali, C., Kundi, G. M., Qureshi, Q. A., & Akhtar, R. (2014). Relationship between work-life balance & organizational commitment. *Research on Humanities and Social Sciences*, 4(5), 1-7.
- Andersén, J., & Andersén, A. (2019). Are high-performance work systems (HPWS) appreciated by everyone? The role of management position and gender on the relationship between HPWS and affective commitment. *Employee Relations: The International Journal*.
- Arif, B., & Farooqi, Y. A. (2014). Impact of work life balance on job satisfaction and organizational commitment among university teachers: A case study of University of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, 5(9), 24-29.
- Asadullah, M. N., & Fernandez, R. M. (2008). Work-life balance practices and the gender gap in job satisfaction in the UK: Evidence from matched employer-employee data (No. 3582). IZA Discussion Papers.
- Aven, F. F., Parker, B., & McEvoy, G. M. (1993). Gender and attitudinal commitment to organizations: A meta-analysis. *Journal of Business Research*.
- Aydin, A., Sarier, Y., & Uysal, S. (2011). The Effect of Gender on Organizational Commitment of Teachers: A Meta Analytic Analysis. *Educational Sciences: Theory and Practice*, 11(2), 628-632.
- Aydin, A., Uysal, S., & Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: A meta-analysis study. *Procedia-Social and Behavioral Sciences*, 46, 356-362.

- Ayudhya, U. C. N., Prouska, R., & Lewis, S. (2015). Work-life balance can benefit business during financial crisis and austerity. *Human Resource Management International Digest*.
- Azeem, S. M., & Akhtar, N. (2014). The influence of work life balance and job satisfaction on organizational commitment of healthcare employees. *International Journal of Human Resource Studies*, 4(2), 18.
- Aziz, A., & Chang, A. (2013). Work and family: the perception of balance among female teachers in northern Malaysia. *International Journal of Management Studies (IJMS)*, 20(2), 1-14.
- Aziz, S., & Cunningham, J. (2008). Workaholism, work stress, work-life imbalance: exploring gender's role. *Gender in Management: An International Journal*.
- Babbie, E. (2001). The practice of social research. *United States, Wadsworth/Thomson Learning*.
- Baldwin, T., Bommer, B., & Rubin, R. (2012). *Managing organizational behavior: What great managers know and do*. McGraw-Hill Higher Education.
- Baltes, B. B., Briggs, T. E., Huff, J. W., Wright, J. A., & Neuman, G. A. (1999). Flexible and compressed workweek schedules: A meta-analysis of their effects on work-related criteria. *Journal of applied psychology*, 84(4), 496.
- Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the academy of marketing science*, 16(1), 74-94.

- Barrett, R., Burgess, J., Walker, E., Wang, C., & Redmond, J. (2008). Women and work-life balance: is home-based business ownership the solution? *Equal Opportunities International*.
- Barnett, R. C., & Hyde, J. S. (2001). Women, men, work, and family: An expansionist theory. *American psychologist*, 56(10), 781.
- Beauregard, T. A., & Henry, L. C. (2009). Making the link between work-life balance practices and organizational performance. *Human resource management review*, 19(1), 9-22.
- Becker, T. E., Klein, H. J., & Meyer, J. P. (2012). Commitment in organizations: Accumulated wisdom and new directions. *In Commitment in organizations* (pp. 432-465). Routledge.
- Bedeian, A. G., Ferris, G. R., & Kacmar, K. M. (1992). Age, tenure, and job satisfaction: A tale of two perspectives. *Journal of Vocational behavior*, 40(1), 33-48.
- Bee, A. J., Baskar, K., & Vimala, V. (2013). Fun culture on work life balance among IT professionals. *ZENITH International Journal of Multidisciplinary Research*, 3(5), 137-146.
- Beham, B., Drobnič, S., Präg, P., Baieryl, A., & Eckner, J. (2019). Part-time work and gender inequality in Europe: a comparative analysis of satisfaction with work–life balance. *European Societies*, 21(3), 378-402.
- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job Stress, Wellbeing, Work-Life Balance and Work-Life Conflict Among Australian Academics. *E-Journal of Applied Psychology*, 8(1).

- Bharathi, P. S., Jasim, K. M., Santhanalakshmi, K., & Boohene, D. (2018). WLB model and performance measurement: evidence with private hospital women nurses in Ghana milieu. *International Journal of Business Innovation and Research*, 16(4), 424-452.
- Boamah, S. A., & Laschinger, H. (2016). The influence of areas of work life fit and work-life interference on burnout and turnover intentions among new graduate nurses. *Journal of Nursing Management*, 24(2), E164-E174.
- Bowling, A. (2009). The psychometric properties of the older people's quality of life questionnaire, compared with the CASP-19 and the WHOQOL-OLD. *Current Gerontology and Geriatrics Research*, 2009.
- Brack, K. (2012). American work-life balance: Overcoming family responsibilities discrimination in the workplace. *Rutgers L. Rev.*, 65, 543.
- Brough, P., Holt, J., Bauld, R., Biggs, A., & Ryan, C. (2008). The ability of work—life balance policies to influence key social/organisational issues. *Asia Pacific Journal of Human Resources*, 46(3), 261-274.
- Bruck, C. S., Allen, T. D., & Spector, P. E. (2002). The relation between work—family conflict \and job satisfaction: A finer-grained analysis. *Journal of vocational behavior*, 60(3), 336-353.
- Bryman, A., & Bell, E. (2011). Reliability and validity in qualitative research.
- Burke, P. J. (2013). The right to higher education: neoliberalism, gender and professional mis/recognitions. *International Studies in Sociology of Education*, 23(2), 107-126.
- Burns, A., & Bush, R. (2010). Marketing Research. Global Edition.

- Burns, N., & Grove, S. K. (1993). Advanced statistical analyses. *The practice of nursing research. Conduct, critique and utilisation*, 605-629.
- Calvo-Salguero, A., Carrasco-González, A. M., & Salinas-Martínez, J. M. (2010). Relationship between work-family conflict and job satisfaction: The moderating effect of gender and the salience of family and work roles.
- Calvo-Salguero, A., Martínez-de-Lecea, J. M. S., & del Carmen Aguilar-Luzón, M. (2012). Gender and work–family conflict: Testing the rational model and the gender role expectations model in the Spanish cultural context. *International Journal of Psychology*, 47(2), 118-132.
- Carless, S. A., & Wintle, J. (2007). Applicant attraction: The role of recruiter function, work–life balance policies and career salience. *International Journal of Selection and Assessment*, 15(4), 394-404.
- Carlson, D. S., Grzywacz, J. G., & Zivnuska, S. (2009). Is work—family balance more than conflict and enrichment?. *Human relations*, 62(10), 1459-1486.
- Carlson, D. S., Kacmar, K. M., Grzywacz, J. G., Tepper, B., & Whitten, D. (2013). Work-family balance and supervisor appraised citizenship behavior: The link of positive affect. *Journal of Behavioral and Applied Management*, 14(2), 87.
- Casper, W. J., Harris, C., Taylor-Bianco, A., & Wayne, J. H. (2011). Work–family conflict, perceived supervisor support and organizational commitment among Brazilian professionals. *Journal of Vocational Behavior*, 79(3), 640-652.

- Chesley, N. (2005). Blurring boundaries? Linking technology use, spillover, individual distress, and family satisfaction. *Journal of Marriage and Family*, 67(5), 1237-1248.
- Chin, W. W. (1998). Commentary: Issues and opinion on structural equation modeling.
- Cinamon, R. G., & Rich, Y. (2002). Gender differences in the importance of work and family roles: Implications for work–family conflict. *Sex roles*, 47(11-12), 531-541.
- Ciric, N. (2013). *Family-friendly work environment? An investigation of women's job stress and satisfaction* (Doctoral dissertation, The University of Texas-Pan American).
- Clark, A. E. (1997). Job satisfaction and gender: why are women so happy at work?. *Labour economics*, 4(4), 341-372.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*, 2nd ed. Hillsdale, NJ: Erlbaum.
- Corp, I. B. M. (2015). IBM SPSS statistics, version 23.0.
- Crompton, R., & Lyonette, C. (2006). Work-life ‘balance’ in Europe. *Acta sociologica*, 49(4), 379-393.
- Darko-Asumadu, D. A., Sika-Bright, S., & Osei-Tutu, B. (2018). The influence of work-life balance on employees’ commitment among bankers in Accra, Ghana. *African Journal of Social Work*, 8(1), 47-55.

- Darcy, A. M., & Lin, I. H. J. (2012). Are we asking the right questions? A review of assessment of males with eating disorders. *Eating Disorders, 20*(5), 416-426.
- De Gieter, S., Hofmans, J., & Pepermans, R. (2011). Revisiting the impact of job satisfaction and organizational commitment on nurse turnover intention: An individual differences analysis. *International journal of nursing studies, 48*(12), 1562-1569.
- De Kort, M., & Poell, R. F. (2016). The relationship between work-life balance, work engagement and participation in employee development activities: A moderated mediation model. *Tilburg University, 1*(1), 1-87.
- Doble, N., & Supriya, M. V. (2010). Gender Differences in the Perception of Work-Life Balance. *Managing Global Transitions: International Research Journal, 8*(4).
- Doty, D. H., & Glick, W. H. (1998). Common methods bias: does common methods variance really bias results?. *Organizational research methods, 1*(4), 374-406.
- Dempsey, S. E., & Sanders, M. L. (2010). Meaningful work? Nonprofit marketization and work/life imbalance in popular autobiographies of social entrepreneurship. *Organization, 17*(4), 437-459.
- Dex, S., & Bond, S. (2005). Measuring work-life balance and its covariates. *Work, employment and society, 19*(3), 627-637.

- Dolai, D. (2015). Measuring work life balance among the employees of the insurance industry in India. *International journal of advanced research in management and social sciences*, 4(5), 140-151.
- Easterby-Smith, M. P., Thorpe, R., & Jackson, P. (2008). Management research: theory and research.
- Emre, O., & De Spiegeleare, S. (2019). The role of work–life balance and autonomy in the relationship between commuting, employee commitment and well-being. *The International Journal of Human Resource Management*, 1-25.
- Emslie, C., & Hunt, K. (2009). ‘Live to work’ or ‘work to live’? A qualitative study of gender and work–life balance among men and women in mid-life. *Gender, Work & Organization*, 16(1), 151-172.
- Easterby-Smith, M., Lyles, M. A., & Tsang, E. W. (2008). Inter-organizational knowledge transfer: Current themes and future prospects. *Journal of management studies*, 45(4), 677-690.
- Ervin, L. H., & Stryker, S. (2001). Theorizing the relationship between self-esteem and identity.
- Evans, A. M., Carney, J. S., & Wilkinson, M. (2013). Work–life balance for men: Counseling implications. *Journal of Counseling & Development*, 91(4), 436-441.
- Ezeani, S. I. (1998). Research methods: A realistic approach. *Ibadan: Elohim Publishers*.

- Farooq, N., & Zia, Y. A. (2013). Gender and Organizational Commitment. *Putaj Humanities & Social Sciences*, 20.
- Fatima, N., Iqbal, S., Akhwand, S. Y., Suleman, M., & Ibrahim, M. (2015). Effect of gender differences on job satisfaction of the female employees in Pakistan. *International Journal of Economics, Finance and Management Sciences*, 3(1), 27-33.
- Fatima, N., & Sahibzada, S. A. (2012). An empirical analysis of factors affecting work life balance among university teachers: the case of Pakistan. *Journal of International Academic Research*, 12(1), 16-29.
- Fisher, G. G., Bulger, C. A., & Smith, C. S. (2009). Beyond work and family: a measure of work/nonwork interference and enhancement. *Journal of occupational health psychology*, 14(4), 441.
- Fisher-McAuley, G., Stanton, J., Jolton, J., & Gavin, J. (2003). Modelling the relationship between work life balance and organisational outcomes. In *Annual Conference of the Society for Industrial-Organisational Psychology*. Orlando (pp. 1-26).
- Fleetwood, S. (2007). Why work–life balance now? *The international journal of human resource management*, 18(3), 387-400.
- Ford, N., Miller, D., & Moss, N. (2001). The role of individual differences in Internet searching: An empirical study. *Journal of the American Society for Information Science and technology*, 52(12), 1049-1066.
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics.

- Friedman, S. D., & Greenhaus, J. H. (2000). *Allies or enemies? How choices about work and family affect the quality of men's and women's lives.* Oxford University Press, USA.
- Fu, F. Q., Bolander, W., & Jones, E. (2009). Managing the drivers of organizational commitment and salesperson effort: An application of Meyer and Allen's three-component model. *Journal of Marketing Theory and Practice, 17*(4), 335-350.
- Garson, G. D. (2016). *Partial least squares: Regression and structural equation models.* Asheboro, NC: Statistical Associates Publishers.
- Ghalib, S. (2018). Similarity-Organizational Culture, Commitment and Performance: Case of Regional State-Owned Water Company in Borneo.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The qualitative report, 8*(4), 597-607.
- Gołaszewska-Kaczan, U. (2015). Actions for Promoting Work-Life Balance as an Element of Corporate Social Responsibility. *Research Papers of the Wrocław University of Economics/Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu, (387).*
- Gosserand, R. H., & Diefendorff, J. M. (2005). Emotional display rules and emotional labor: the moderating role of commitment. *Journal of Applied Psychology, 90*(6), 1256.
- Gounder, S., & Govender, P. (2018). The Moderating Effect of Work-Life Balance on Job Satisfaction. *Journal of Economics and Behavioral Studies, 10*(2), 63-73.

- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of management review*, 31(1), 72-92.
- Grego-Planer, D. (2019). The Relationship between Organizational Commitment and Organizational Citizenship Behaviors in the Public and Private Sectors. *Sustainability*, 11(22), 6395.
- Griffin, M. L., Hogan, N. L., Lambert, E. G., Tucker-Gail, K. A., & Baker, D. N. (2010). Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of correctional staff. *Criminal Justice and behavior*, 37(2), 239-255.
- Gumbang, B., Suki, N. M., & Suki, N. M. (2010). Differences between job satisfaction, organisational commitment and gender. *Labuan e-Journal of Muamalat and Society*, 4, 1-13.
- Gupta, B., & Hyde, A. M. (2013). Demographical study on quality of work life in nationalized banks. *Vision*, 17(3), 223-231.
- Gutek, B. A., Searle, S., & Klepa, L. (1991). Rational versus gender role explanations for work-family conflict. *Journal of applied psychology*, 76(4), 560.
- Haar, J. M. (2013). Testing a new measure of work-life balance: A study of parent and non-parent employees from New Zealand. *The International Journal of Human Resource Management*, 24(17), 3305-3324.

- Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior*, 85(3), 361-373.
- Hafeez, U., & Akbar, W. (2015). Impact of training on employees' performance (evidence from pharmaceutical companies in Karachi, Pakistan). *Business Management and Strategy*, 6(1), 49-64.
- Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). A primer opartial least squares structural equation modeling (PLS-SEM). *Sage publications*.
- Hamid, MR Ab., Sami, W., & Sidek, M. M. (2017). Discriminant validity assessment: Use of Fornell & Larcker criterion versus HTMT criterion. *In Journal of Physics: Conference Series*, 890 (1),1-6.
- Hämmig, O., Brauchli, R., & Bauer, G. F. (2012). Effort-reward and work-life imbalance, general stress and burnout among employees of a large public hospital in Switzerland. *Swiss Medical Weekly*, 142, w13577.
- Harini, S., Luddin, M., & Hamidah. (2019). Work Life Balance, Job Satisfaction, Work Engagement and Organizational Commitment Among Lecturers. *Journal of Engineering and Applied Sciences*, 14(7), 2195-2202.
- Hasan, N. A. B. B., & Teng, L. S. (2017). Work-life balance and job satisfaction among working adults in Malaysia: The role of gender and race as moderators. *Journal of Economics, Business and Management*, 5(1), 18-24.

- Hanson, G. C., Hammer, L. B., & Colton, C. L. (2006). Development and validation of a multidimensional scale of perceived work-family positive spillover. *Journal of occupational health psychology, 11*(3), 249.
- Haque, A. U., & Aston, J. (2016). A relationship between occupational stress and organisational commitment of IT sector's employees in contrasting economies. *Polish Journal of Management Studies, 14*(1), 95-105.
- Hayman, J. (2005). Psychometric assessment of an instrument designed to measure work life balance. *Research and practice in human resource management, 13*(1), 85-91.
- Hecht, T. D., & Boies, K. (2009). Structure and correlates of spillover from nonwork to work: An examination of nonwork activities, well-being, and work outcomes. *Journal of Occupational Health Psychology, 14*(4), 414.
- Henseler, J. (2017). Bridging design and behavioral research with variance-based structural equation modeling. *Journal of advertising, 46*(1), 178-192.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science, 43*(1), 115-135.
- Henseler, J., Ringle, C., & Sarstedt, M. (2012). Using Partial Least Squares Path Modeling in Advertising Research: *Basic Concepts and Recent Issues*.
- Henseler, J., Dijkstra, T. K., Sarstedt, M., Ringle, C. M., Diamantopoulos, A., Straub, D. W., & Calantone, R. J. (2014). Common beliefs and reality about PLS: Comments on Rönkkö and Evermann (2013). *Organizational research methods, 17*(2), 182-209.

- Hill, E. J., Ferris, M., & Martinson, V. (2003). Does it matter where you work? A comparison of how three work venues (traditional office, virtual office, and home office) influence aspects of work and personal/family life. *Journal of Vocational Behavior*, 63, 220–241.
- Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family relations*, 50(1), 49-58.
- Höck, M., & Ringle, C. M. (2006). Strategic networks in the software industry: an empirical analysis of the value continuum. IFSAM VIIIth World Congress, Berlin 2006.
- Houser, R., & Chace, A. (1993). Job satisfaction of people with disabilities placed through a project with industry. *Journal of Rehabilitation-Washington-*, 59, 45-45.
- Hulland, J. (1999). Use of partial least squares (PLS) in strategic management research: A review of four recent studies. *Strategic Management Journal*, 20(2), 195-204.
- Husin, N. A., Ghazali, A. S. M., Abdullah, N., & Hadi, M. I. B. A. (2017). Work-life balance of Malaysian lecturers. *Australian Academy of Business and Economics Review*, 4(1), 43-49.
- Hussin, A. (2011). *The relationship between job satisfaction and job performance among employees in tradewinds group of companies* (Doctoral dissertation, Open University Malaysia).

- Igbinomwanhia, O. R., Iyayi, O., & Iyayi, F. (2012). Employee work-life balance as an HR imperative. *African research review*, 6(3), 109-126.
- Irefin, P., & Mechanic, M. A. (2014). Effect of employee commitment on organizational performance in Coca Cola Nigeria Limited Maiduguri, Borno state. *Journal of Humanities and Social Science*, 19(3), 33-41.
- Irfan, A., & Azmi, F. (2015). Work-life balance among teachers: An empirical study. *IOSR Journal of Business and Management*, 17(2), 1-11.
- Jayaprakash, M. G., & Madhavi, D. C. (2014). Impact of work family conflict on job satisfaction among employees in a public sector organization. *Asia Pacific Journal of Research*, 1(11).
- Jena, R. K. (2015). An assessment of demographic factors affecting organizational commitment among shift workers in India. *Management-Journal of Contemporary Management Issues*, 20(1), 59-77.
- Jennings, J. E., & McDougald, M. S. (2007). Work-family interface experiences and coping strategies: Implications for entrepreneurship research and practice. *Academy of management review*, 32(3), 747-760.
- Jiang, J. J., Klein, G., & Saunders, C. (2012). Discrepancy theory models of satisfaction in IS research. In *Information systems theory* (pp. 355-381). Springer, New York, NY.
- Kehinde, O. (2011). Impact of job satisfaction on absenteeism: A correlative study. *European Journal of Humanities and Social Sciences*, 1(1), 25-49.

- Kifle, T., & Hailemariam Desta, I. (2012). Gender differences in domains of job satisfaction: Evidence from doctoral graduates from Australian universities. *Economic analysis and policy*, 42(3), 319-338.
- Kim, H. K. (2014). Work-life balance and employees' performance: The mediating role of affective commitment. *Global Business and Management Research*, 6(1), 37.
- Kim, S. (2005). Gender differences in the job satisfaction of public employees: a study of Seoul Metropolitan Government, Korea. *Sex roles*, 52(9-10), 667-681.
- Kinman, G., & Jones, F. (2008). A life beyond work? Job demands, work-life balance, and wellbeing in UK academics. *Journal of Human Behavior in the Social Environment*, 17(1-2), 41-60.
- Kinnunen, U., Geurts, S., & Mauno, S. (2004). Work-to-family conflict and its relationship with satisfaction and well-being: A one-year longitudinal study on gender differences. *Work & Stress*, 18(1), 1-22.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology*, 102(3), 741.
- Ko, J., Hur, S., & Smith-Walter, A. (2013). Family-friendly work practices and job satisfaction and organizational performance: Moderating effects of managerial support and performance-oriented management. *Public Personnel Management*, 42(4), 545-565.

- Kock, N., & Lynn, G. (2012). Lateral collinearity and misleading results in variance-based SEM: An illustration and recommendations. *Journal of the Association for Information Systems, 13*(7).
- Kumari, S. (2017). A research paper on cryptography encryption and compression techniques. *International Journal of Engineering and Computer Science, 6*(4).
- Kumasey, A. S., Bawole, J. N., & Hossain, F. (2017). Organizational commitment of public service employees in Ghana: do codes of ethics matter? *International Review of Administrative Sciences, 83*(1_suppl), 59-77.
- Lambert, E., & Hogan, N. (2009). The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a causal model. *Criminal Justice Review, 34*(1), 96-118.
- Lazar, I., Osoian, C., & Ratiu, P. (2010). The role of work-life balance practices in order to improve organizational performance.
- Lee, C. C., & Chen, C. J. (2013). The relationship between employee commitment and job attitude and its effect on service quality in the tourism industry.
- Lee, H. J., & Peccei, R. (2007). Organizational-Level Gender Dissimilarity and Employee Commitment. *British Journal of Industrial Relations, 45*(4), 687-712.
- Leung, L. (2011). Effects of ICT connectedness, permeability, flexibility, and negative spillovers on burnout and job and family satisfaction. *Human Technology: An Interdisciplinary Journal on Humans in ICT Environments*.

- Li, C., Lu, J., & Zhang, Y. (2013). Cross-domain effects of work-family conflict on organizational commitment and performance. *Social Behavior and Personality: an international journal*, 41(10), 1641-1653.
- Linz, S., & Semykina, A. (2013). Job satisfaction, expectations, and gender: Beyond the European Union. *International Journal of Manpower*.
- Loscocco, K. A. (1990). Reactions to blue-collar work: A comparison of women and men. *Work and Occupations*, 17(2), 152-177.
- Macky, K., & Boxall, P. (2008). High-involvement work processes, work intensification and employee well-being: A study of New Zealand worker experiences. *Asia Pacific Journal of Human Resources*, 46(1), 38-55.
- Madipelli, S., Sarma, V. V., & Chinnappaiah, Y. (2013). Factors causing work life imbalance among working women-a study on school teachers. *Indian Journal of Industrial Relations*, 621-633.
- Magee, W. (2013). Anxiety, demoralization, and the gender difference in job satisfaction. *Sex Roles*, 69(5-6), 308-322.
- Marsden, P. V., Kalleberg, A. L., & Cook, C. R. (1993). Gender differences in organizational commitment: Influences of work positions and family roles. *Work and Occupations*, 20(3), 368-390.
- Martins, L.L., K.A. Eddleston & J.F. Veiga (2002). Moderators of the relationship between work-family conflict and career satisfaction. *Academy of Management Journal*, 45(1), 399-409.

- Mas-Machuca, M., Berbegal-Mirabent, J., & Alegre, I. (2016). Work-life balance and its relationship with organizational pride and job satisfaction. *Journal of Managerial Psychology*.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological bulletin*, *108*(2), 171.
- Mauno, S., & Kinnunen, U. (2000). The stability of job and family involvement: applying the multi-wave, multi-variable technique to longitudinal data. *Work & Stress*, *14*(1), 51-64.
- McMillan, H. S., Morris, M. L., & Atchley, E. K. (2011). Constructs of the work/life interface: A synthesis of the literature and introduction of the concept of work/life harmony. *Human Resource Development Review*, *10*(1), 6-25.
- Medina, E. (2012). *Job satisfaction and employee turnover intention: what does organizational culture have to do with it?* (Doctoral dissertation, Columbia university).
- Mensah, S. (2016). *The Effect of Lecturers' Mental Workload and Job Satisfaction on Work Life Balance* (Doctoral dissertation, University of Ghana).
- Mensah, A. O., Amissah, E. F., & Nsafu, A. A. (2018). Gender as a moderator between work-family conflict, job and family satisfaction. *AFRREV IJAH: An International Journal of Arts and Humanities*, *7*(3), 1-12.

- Mennino, S. F., Rubin, B. A., & Brayfield, A. (2005). Home-to-job and job-to-home spillover: The impact of company policies and workplace culture. *The Sociological Quarterly, 46*(1), 107-135.
- Menon, M. E., & Athanasoula-Reppa, A. (2011). Job satisfaction among secondary school teachers: The role of gender and experience. *School Leadership & Management, 31*(5), 435-450.
- Messner, W. (2017). The role of gender in building organisational commitment in India's services sourcing industry. *IIMB management review, 29*(3), 188-202.
- Meyer, J. P., & Allen, N. J. (2004). TCM employee commitment survey academic users guide 2004. *London, Ontario, Canada: The University of Western Ontario, Department of Psychology.*
- Meyer, J. P., & Smith, C. A. (2001). HRM practices and organizational commitment: Test of a mediation model. *Canadian Journal of Administrative Sciences, 17*, 319–331.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application.* Newbury Park, CA: Sage.
- Meyer, J. P., & Allen N. (1997). *Commitment in the Workplace: Theory, Research, and Application.* Sage Publications.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review, 11*, 299-326.

- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.
- Michel, J. S., Clark, M. A., & Jaramillo, D. (2011). The role of the Five Factor Model of personality in the perceptions of negative and positive forms of work–non-work spillover: A meta-analytic review. *Journal of Vocational Behavior*, 79(1), 191-203.
- Mordi, C., Simpson, R., Singh, S., & Okafor, C. (2010). The role of cultural values in understanding the challenges faced by female entrepreneurs in Nigeria. *Gender in Management: An International Journal*.
- Murugu, C. N. (2018). *The Effect of Gender on Employee Commitment at All pack Industries Limited* (Doctoral Dissertation, School of Business, University of Nairobi).
- Mukururi, J., & Ngari, J. M. (2014). Influence of work life balance policies on employee job satisfaction in Kenya’s banking sector; a case of commercial banks in Nairobi central business district. *IOSR Journal of Humanities and Social Science*, 19(3), 102-112.
- Mushfiqur, R., Mordi, C., Oruh, E. S., Nwagbara, U., Mordi, T., & Turner, I. M. (2018). The impacts of work-life-balance (WLB) challenges on social sustainability. *Employee Relations*.

- Naithani, D. (2009). Overview of work-life balance discourse and its relevance in current economic scenario. *Naithani, P.(2010). Overview of work-life balance discourse and its relevance in current economic scenario. Asian Social Science, 6(6), 148-155.*
- Ngo, H. Y., & Tsang, A. W. N. (1998). Employment practices and organizational commitment: differential effects for men and women?. *The International Journal of Organizational Analysis.*
- Nguru, M. N., & Ibrahim, A. M. (2018). Public relations and employee performance in Nigerian Institutions of higher learning. *Informasi, 48(2), 267-279.*
- Ofori, R., & Dampson, D. G. (2011). Research methods and statistics using SPSS. *Amakom-Kumasi: Payless Publication Limited.*
- Okpara, J. O., Squillace, M., & Erundu, E. A. (2005). Gender differences and job satisfaction: a study of university teachers in the United States. *Women in management Review.*
- Oshagbemi, T. (2000). Gender differences in the job satisfaction of university teachers. *Women in Management review.*
- Padma, S., & Reddy, M. S. (2014). Work-Life Balance and Job Satisfaction Among School Teachers: A Study. *IUP Journal of Organizational Behavior, 13(1).*
- Paludi, M. A., & Neidermeyer, P. E. (Eds.). (2007). *Work, life, and family imbalance: How to level the playing field.* Greenwood Publishing Group.

- Pandu, A., Balu, A., & Poorani, K. (2013). Assessing work-life balance among IT & ITeS women professionals. *Indian journal of industrial relations*, 611-620.
- Panaccio, A., & Vandenberghe, C. (2011). The relationships of role clarity and organization-based self-esteem to commitment to supervisors and organizations and turnover intentions. *Journal of Applied Social Psychology*, 41(6), 1455-1485.
- Panaccio, A., Vandenberghe, C., & Ben Ayed, A. K. (2014). The role of negative affectivity in the relationships between pay satisfaction, affective and continuance commitment and voluntary turnover: A moderated mediation model. *Human relations*, 67(7), 821-848.
- Parasuraman, S., Greenhaus, J. H., & Granrose, C. S. (1992). Role stressors, social support, and well-being among two-career couples. *Journal of Organizational behavior*, 13(4), 339-356.
- Park, J., Kim, S. & Lee, H. (2020). Effect of work-related smartphone use after work on job burnout: Moderating effect of social support and organizational politics. *Computers in Human Behavior*, 105, 106194.
- Parpart, J. L., Connelly, P., Connelly, M. P., & Barriteau, E. (Eds.). (2000). *Theoretical perspectives on gender and development*. IDRC.
- Philips, J. M., & Stanley, M. Gully. (2012). *Organizational Behavior: Tools for Success*.

- Plummer, L. A., & Acs, Z. J. (2014). Localized competition in the knowledge spillover theory of entrepreneurship. *Journal of Business Venturing*, 29(1), 121-136.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual review of psychology*, 63, 539-569.
- Poelmans, S., Odle-Dusseau, H., & Beham, B. (2009). Work-life balance: Individual and organizational strategies and practices. *The Oxford handbook of organizational well-being*, 180-213.
- Poelmans, S., Stepanova, O., & Masuda, A. (2008). Positive spillover between personal and professional life: Definitions, antecedents, consequences, and strategies. In *Handbook of work-family integration* (pp. 141-156). Academic Press.
- Powell, D. M., & Meyer, J. P. (2004). Side-bet theory and the three-component model of organizational commitment. *Journal of vocational behavior*, 65(1), 157-177.
- Pradhan, R. K., Jena, L. K., & Kumari, I. G. (2016). Effect of work-life balance on organizational citizenship behaviour: Role of organizational commitment. *Global Business Review*, 17(3_suppl), 15S-29S.
- Promsri, C. (2018). Gender Differences in Organizational Commitment: A Case Study of Public Bank Employees in Thailand. *International Journal for Research in Business, Management and Accounting*, 4(3), 11-18.

- Raiden, A. B., & Räsänen, C. (2013). Striving to achieve it all: men and work-family-life balance in Sweden and the UK. *Construction Management and Economics*, 31(8), 899-913.
- Rahman, M. H., Fatema, M. R., & Ali, M. H. (2019). Impact of Motivation and Job Satisfaction on Employee's Performance: An Empirical Study. *Asian Journal of Economics, Business and Accounting*, 1-10.
- Redmond, P., & McGuinness, S. (2019). Assessing the Impact of the Minimum Wage in Ireland. *ifo Database for Institutional Comparisons of Economies Report*, 16(4), 23-26.
- Rehman, R. R., & Waheed, A. (2012). Work-Family Conflict and Organizational Commitment: Study of Faculty Members in Pakistani Universities. *Pakistan Journal of Social & Clinical Psychology*, 9(2).
- Reindl, C. U., Kaiser, S., & Stolz, M. L. (2011). *Integrating professional work and life: Conditions, outcomes and resources*. In *Creating Balance?* Springer, Berlin, Heidelberg.
- Ringle, C. (2006). Segmentation for Path Models and Unobserved Heterogeneity: The Finite Mixture Partial Least Squares Approach. *University of Hamburg Research Paper on Marketing and Retailing*, No. 35.
- Ringle, C. M., Wende, S., & Becker, J. M. (2015). SmartPLS 3. SmartPLS GmbH, Boenningstedt. *Journal of Service Science and Management*, 10(3).

- Roehling, P. V., Roehling, M. V., & Moen, P. (2001). The relationship between work-life policies and practices and employee loyalty: A life course perspective. *Journal of Family and Economic Issues*, 22(2), 141-170.
- Sakthivel, D., & Jayakrishnan, J. (2012). Work life balance and Organizational commitment for Nurses. *Asian Journal of Business and Management Sciences*, 2(5), 1-6.
- Saunders, M. N. (2012). Choosing research participants. *Qualitative organizational research: Core methods and current challenges*, 35-52.
- Saunders, M. N., & Lewis, P. (2012). *Doing research in business & management: An essential guide to planning your project*. Pearson.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Students* (Fourth edi.). Essex: Pearson Education Limited.
- Saunders, G. H., Frederick, M. T., Silverman, S., & Papesh, M. (2013). Application of the health belief model: Development of the hearing beliefs questionnaire (HBQ) and its associations with hearing health behaviors. *International Journal of Audiology*, 52(8), 558-567.
- Saunders, M. N., & Bezzina, F. (2015). Reflections on conceptions of research methodology among management academics. *European management journal*, 33(5), 297-304
- Saunders, M., & Lewis, P. (2016). In thorn hill Adrian. *Research methods for business students*, 7(2), 23-34.

- Sarstedt, M., Ringle, C. M., Cheah, J. H., Ting, H., Moisescu, O. I., & Radomir, L. (2019). Structural model robustness checks in PLS-SEM. *Tourism Economics*, 1354816618823921.
- Schieman, S., Glavin, P., & Milkie, M. A. (2009). When work interferes with life: Work-nonwork interference and the influence of work-related demands and resources. *American Sociological Review*, 74(6), 966-988.
- Schieman, S., & Reid, S. (2008). Job authority and interpersonal conflict in the workplace. *Work and Occupations*, 35(3), 296-326.
- Schuberth, F., Henseler, J., & Dijkstra, T. K. (2018). Partial least squares path modeling using ordinal categorical indicators. *Quality & Quantity*, 52(1), 9-35.
- Singh, S. K., & Tiwari, V. (2011). Relationship between motivation and job satisfaction of the white collar employees: A case study. *Management insight*, 7(2), 31-39.
- Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D. J. (2001). A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social indicators research*, 55(3), 241-302.
- Seong, J. Y., Hong, D. S., & Park, W. W. (2012). Work status, gender, and organizational commitment among Korean workers: The mediating role of person-organization fit. *Asia Pacific Journal of Management*, 29(4), 1105-1129.

- Shabir, S., & Gani, A. (2020). Impact of work–life balance on organizational commitment of women health-care workers. *International Journal of Organizational Analysis*.
- Sharma, P. N., Shmueli, G., Sarstedt, M., Danks, N., & Ray, S. (2019). Prediction-oriented model selection in partial least squares path modeling. *Decision Sciences*.
- Smith, K. T. (2010). Work-life balance perspectives of marketing professionals in generation Y. *Services Marketing Quarterly*, 31(4), 434-447.
- Solinger, O. N., Van Olffen, W., & Roe, R. A. (2008). Beyond the three-component model of organizational commitment. *Journal of applied psychology*, 93(1), 70.
- Soomro, A., Breitenecker, R., & Shah, S. (2018). Relation of work-life balance, work-family conflict, and family-work conflict with the employee performance-moderating role of job satisfaction. *South*, 7(1), 129-146.
- Somers, M. J. (2009). The combined influence of affective, continuance and normative commitment on employee withdrawal. *Journal of Vocational Behavior*, 74(1), 75-81.
- Spencer, E. S., Deal, A. M., Pruthi, N. R., Gonzalez, C. M., Kirby, E. W., Langston, J., ... & Wallen, E. M. (2016). Gender differences in compensation, job satisfaction and other practice patterns in urology. *The Journal of urology*, 195(2), 450-455
- Stone, M. (1974). Cross validatory choice and assessment of statistical predictions, *Journal of the Royal Statistical Society*, 36(2), 111-147

- Straub, C. (2007). A comparative analysis of the use of work-life balance practices in Europe. *Gender in Management*, 22(4), 289
- Spieler, I., Scheibe, S., & Stamov Roßnagel, C. (2018). Keeping work and private life apart: Age-related differences in managing the work-non-work interface. *Journal of Organizational Behavior*, 39(10), 1233-1251.
- Suifan, T. S., Abdallah, A. B., & Diab, H. (2016). The influence of work life balance on turnover intention in private hospitals: The mediating role of work life conflict. *European Journal of Business and Management*, 8(20), 126-139.
- Sujata, T. L., & Singh, S. (2011). Work-Life Balance Issues of Women at Call Centers: A Study. *IUP Journal of Management Research*, 10(4).
- Susi, S., Jothikumar, R., & Suresh, A. (2019). Collision of emotional intelligence and work centrality on work-life balance-a supportive work environment for working professionals. *International Journal of Environment and Waste Management*, 24(3), 250-258.
- Teasley, M. L., & Buchanan, E. M. (2016). When music goes up in flames: The impact of advising on music major burnout. *NACADA Journal*, 36(1), 43-53.
- Truelove, H. B., Carrico, A. R., Weber, E. U., Raimi, K. T., & Vandenberg, M. P. (2014). Positive and negative spillover of pro-environmental behavior: An integrative review and theoretical framework. *Global Environmental Change*, 29, 127-138.

- Tuli, F. (2010). The basis of distinction between qualitative and quantitative research in social science: Reflection on ontological, epistemological and methodological perspectives. *Ethiopian Journal of Education and Sciences*, 6(1).
- Tumen, S. & Zeydanli, T., 2016. Social interactions in job satisfaction. *International Journal of Manpower*, 37(3), 426-455.
- Visser, M., Mills, M., Heyse, L., Wittek, R., & Bollettino, V. (2016). Work-life balance among humanitarian aid workers. *Nonprofit and Voluntary Sector Quarterly*, 45(6), 1191-1213.
- Walker, E., Wang, C.& Redmond, J. (2008), "Women and work-life balance: is home-based business ownership the solution?", *Equal Opportunities International*, Vol. 27 No. 3, pp. 258-275.
- Wang, K. Y., Chou, C. C., & Lai, J. C. Y. (2019). A structural model of total quality management, work values, job satisfaction and patient-safety-culture attitude among nurses. *Journal of nursing management*, 27(2), 225-232.
- Warrier, U. (2013). A study on work-life balance as a function of demographic variables at an it company in Bangalore. *Journal of Organisation Human Behaviour*, 2(3).
- Watanabe, M. (2010). Gender and race differences in job satisfaction and commitment among stem faculty: the influence of network integration and work-family balance.

- Wattis, L., Standing, K., & Yerkes, M. A. (2013). Mothers and work–life balance: Exploring the contradictions and complexities involved in work–family negotiation. *Community, Work & Family*, *16*(1), 1-19.
- Wayne, J. H., Grzywacz, J. G., Carlson, D. S., & Kacmar, K. M. (2007). Work–family facilitation: A theoretical explanation and model of primary antecedents and consequences. *Human resource management review*, *17*(1), 63-76.
- Wayne, J. H., Musisca, N., & Fleeson, W. (2004). Considering the role of personality in the work–family experience: Relationships of the big five to work–family conflict and facilitation. *Journal of vocational behavior*, *64*(1), 108-130.
- Weiss, D., Dawis, R., England, G., & Lofquist, L. (1967). Manual for the Minnesota satisfaction questionnaire. University of Minnesota., Minneapolis.
- Wheaton, A. (2020). Shift happens; moving from the ivory tower to the mushroom factory. *Higher Education Research & Development*, *39*(1), 67-80.
- Whittington, J. L., Maellaro, R., & Galpin, T. (2011). Redefining success: The foundation for creating work-life balance. In *Creating Balance?* (pp. 65-77). Springer, Berlin, Heidelberg.
- Winwood, P. C., Winefield, A. H., & Lushington, K. (2006). Work-related fatigue and recovery: the contribution of age, domestic responsibilities and shiftwork. *Journal of Advanced Nursing*, *56*(4), 438-449.

- Xu, L. (2009). View on work-family linkage and work-family conflict model. *International Journal of Business and Management*, 4(12), 229-233.
- Yaacob, N. J. A., Kamaruddin, N. I., Ahmad, S. H., & Ali, R. (2019). Factors towards Job Satisfaction among Government Servants in Raub, Pahang. *Journal of Social Science Advanced Research*, 1(1), 11-23.
- Yadav, R. K., & Dabhade, N. (2014). Work life balance and job satisfaction among the working women of banking and education sector-A comparative study. *International Letters of Social and Humanistic Sciences*, 21, 181-201.
- Yamane, T. (1967). *Statistics: An Introductory Analysis*, and New York: Harper and Row.
- Yasbek, P. (2004). The business case for firm-level work-life balance policies: a review of the literature. *Labour Market Policy Group, Department of Labour, Wellington*.
- Yoo, Y., & Alavi, M. (2001). Media and group cohesion: Relative influences on social presence, task participation, and group consensus. *MIS quarterly*, 371-390.
- Yusoff, R. M., & Khan, F. (2013). Stress and burnout in the higher education sector in Pakistan: A systematic review of literature. *Research Journal of Recent Sciences ISSN*, (2277), 2502.
- Zikmund, W. G. (2003). Sample designs and sampling procedures. *Business research methods*, 7(2), 368-400.

APPENDICES
APPENDIX A: QUESTIONNAIRES
UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE FOR TEACHING STAFF

Dear Sir/Madam,

I am a student of the above-mentioned institution, pursuing a Master of Commerce (Management). The purpose of this questionnaire is to find out the effect of work-life balance on job satisfaction and employee commitment: a moderating role of gender. Your cooperation and opinions are very important to the success of the study and will be kept confidential. The information obtained from the questionnaire will in no way reflect the identities of the individuals participating.

Informed Consent

I have read the above introduction to the questionnaire and agree to complete the questionnaire under the stated conditions. Please tick, if you agree to participate in the study.

Section A: Demographic Data

Kindly provide the appropriate response and tick [✓] the box that correctly describes you.

1. Sex: Male Female
 2. Age.....
 3. Marital Status: Single Married Divorced
 4. Highest level of Qualification: Assistant Lecturer Lecturer
Associate Professor Other Please Specify
 5. Please indicate your College: Distance Education Education
Studies Humanities and Legal Studies Health and Allied Sciences
 Agriculture and Natural Sciences
- Please indicate your department:
6. How long have you been working with the university?
0-5 years 6-10 years 11-15 years 16-20 years 21years and
above
 7. Are you living with your spouse or partner? Yes No
 8. Is your spouse working full-time? Yes No
 9. Indicate the number of hours you work per day
8 hours above 8 hours
 10. Indicate the number of hours you work per week
 11. What time do you normally get to work?..... and what time
do you close?.....
 12. Do you have children? Yes No How many children do
you have?.....
Indicate their ages.....

13. Primary sources of childcare: Day care center spouse family members Friends None of the above Please specify others
14. Do you have other dependent living with you? Yes No
15. Indicate the number



SECTION B: WORK-LIFE BALANCE

With respect to your own feelings about the relationship between your work and personal life. Please indicate the degree of your agreement with each statement by ticking the most appropriate column: *where 1 – fairly agree, 2 – slightly agree, 3 – agree, 4 – highly agree, 5 – very highly agree.* Please indicate your degree of agreement (1-5) to organizational WLB in your institution by ticking (√) the appropriate answer of your choice.

	WORK-LIFE BALANCE	1	2	3	4	5
	Work Interference with Personal Life (WIPL)					
14.	My personal life suffers because of work					
15.	My job makes personal life difficult					
16.	I neglect personal needs because of work					
17.	I put personal life on hold for work					
18.	I miss my personal activities because of work					
	Personal Life Interference with Work (PLIW)					
19.	I struggle to juggle work and non-work					
20.	I am happy with the amount of time for non-work activities					
21.	My personal life drains me of energy for work					
22.	I am too tired to be effective at work					
23.	My work suffers because of my personal life					
24.	I find it hard to work because of personal matters					
	Work Personal Life Enhancement (WPLE)					
25.	My personal life gives me energy for my job					
26.	My job gives me the energy to pursue personal activities					
27.	I am in a better mood at work because of my personal life					
28.	I am in a better mood because of my job					

SECTION C: JOB SATISFACTION

The table below gives a description of your job satisfaction which you experience during your daily routine. Please kindly indicate your assessment of each item from where *1 - fairly satisfied, 2 – slightly satisfied, 3 – satisfied, 4 – highly satisfied, 5 – very highly.* Please estimates for each point by ticking (√) the appropriate answer of your choice.

	Job Satisfaction	1	2	3	4	5
1.	Being able to keep busy all the time					
2.	The chance to work alone on the job.					
3.	In my present job, this is how I feel about my chance to do different things from time to time					
4.	The chance to be “somebody” in the community					

5.	In my present job, this is how I feel about the way management handles all employees					
6.	In my present job, this is how I feel about the competence of my supporting staff.					
7.	In my present job, this is how I feel about me being able to do things that don't go against my conscience.					
8.	The way my job provides for steady environment.					
9.	In my present job, this is how I feel about the chance to do things for other people.					
10.	In my present job, this is how I feel about the chance to tell people what to do					
11.	In my present job, this is how I feel about my chance to do something that makes use of my abilities					
12.	The way company policies are put into practice					
13.	My pay and the amount of work I do.					
14.	The chance for advancement in this job.					
15.	In my present job, this is how I feel about my freedom to use my own judgment.					
16.	In my present job, this is how I feel about my chance to try my own methods of doing the job.					
17.	In my present job, this is how I feel about working conditions.					
18.	In my present job, this is how I feel about the way my co-workers get along with each other					
19.	In my present job, this is how I feel about the recognition I get for doing a good job					
20.	The feeling of accomplishment I get from the job					

SECTION D: EMPLOYEE COMMITMENT

The table below is a series of statements that represent feelings that Teaching staff might have about the University for which they work. With respect to your own feelings about the university for which you are now working. Please kindly indicate your assessment of each item from *where 1 – fairly agree, 2 – slightly agree, 3 – agree, 4 – highly agree, 5 – very highly agree*. Please estimates for each point by ticking (√) the appropriate answer of your choice

	Affective Commitment (AC)	1	2	3	4	5
1.	I would be very happy to spend the rest of my career with this organization.					
2.	I enjoy discussing my organization with people outside it.					
3.	I really feel as if this organization’s problems are my own.					
4.	I think that I could easily become as attached to another organization as I am to this one.					
5.	I do not feel like ‘part of the family’ at my organization.					
6.	I do not feel ‘emotionally attached’ to this organization.					
7.	This organization has a great deal of personal meaning for me.					
8.	I do not feel a ‘strong’ sense of belonging to my organization.					
	Continuance Commitment (CC)					
9.	I am not afraid of what might happen if I quit my job without having another one lined up.					
10.	It would be very hard for me to leave my organization right now, even if I wanted to					
11.	Too much in my life would be disrupted if I decided to leave my organization now.					
12.	It wouldn’t be too costly for me to leave my organization now.					
13.	Right now, staying with my organization is a matter of necessity as much as desired.					
14.	I feel that I have very few options to consider leaving this organization.					
15.	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.					

16.	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here.					
	Normative Commitment (AC)					
17.	I think that people these days move from company to company too often.					
18.	I do not believe that a person must always be loyal to his or her organization.					
19.	Jumping from organization to organization does not seem at all unethical to me.					
20.	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain.					
21.	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization.					
22.	I was taught to believe in the value of remaining loyal to one organization.					
23.	Things were better in the days when people stayed in one organization for most of their careers.					
24.	I do not think that to be a ‘company man’ or ‘company woman’ is sensible anymore.					

THANK YOU FOR YOUR PARTICIPATION.

APPENDIX B: COMMON METHOD BIAS EXTRACTION

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.223	35.971	35.971	21.223	35.971	35.971
2	5.348	9.065	45.037			
3	3.887	6.588	51.624			
4	2.738	4.641	56.266			
5	2.289	3.880	60.146			
6	2.139	3.625	63.771			
7	1.913	3.242	67.014			
8	1.595	2.703	69.717			
9	1.430	2.424	72.142			
10	1.118	1.894	74.036			
11	1.083	1.836	75.872			
12	.899	1.524	77.397			
13	.890	1.508	78.905			
14	.797	1.350	80.255			
15	.679	1.150	81.406			
16	.652	1.104	82.510			
17	.601	1.019	83.529			

Extraction Method: Principal Component Analysis.